

Special Educational Needs and Inclusion Policy

VISION STATEMENT:

We believe in the entitlement of all pupils to a broad and balanced education based on the National Curriculum. We are committed as a school to match the continuum of individual and special educational needs, which can be obtained in the school with an appropriately differentiated continuum of provision, so that the needs of all pupils are addressed, and their potential fulfilled. It is our intention to ascertain wherever possible the views both of the pupils with individual or special needs and their parents and to work in close partnership with them at all stages of assessment, planning, teaching and reviewing and to record carefully and objectively outcomes and progression.

OUR PHILOSOPHY :

At DAVISON HIGH SCHOOL we believe that :

- Every pupil is entitled to a broad and balanced curriculum
- All pupils should be encouraged, valued and accepted whatever their individual need.
- Every teacher is able to teach pupils with special educational needs and the classroom teacher has the primary responsibility for providing access to the National Curriculum as well as National Literacy and Numeracy strategies.
- Parents have a valuable contribution to make towards their child's development and learning.
- Every pupil has an equal opportunity to study the subjects in which they will achieve success.

The school recognises that many pupils at some point in their school career have special educational needs which may require support. The existing resources within the school can often provide this extra support. Arrangements are made to identify and provide for these needs as part of the normal teaching process.

All students are individuals and as such have individual needs. "Special Needs" constitute one form of individual need where support is needed to assist the student's learning and overcome potential barriers to learning. The school believes in entitlement to the curriculum rather than exclusion from it. We recognise that school support structures must be based on flexibility rather than rigidity.

The Curriculum Support Department and Inclusion

Inclusion

Inclusion is concerned with minimising barriers to learning and increasing the participation in school. This is especially relevant for the pupils requiring Curriculum Support and may also include the monitoring and support of other groups of pupils such as looked after children. The inclusion room and curriculum support department are situated close together in the Wallis building.

The Assistant Head for Inclusion works closely with the Curriculum Support Manager to identify and provide for the needs of girls requiring additional support. The Assistant head for inclusion teacher directly manages Pastoral Support Plans (PSPs) and line manages Curriculum Support.

The Assistant Head for Inclusion is responsible for the 5 key responsibilities for schools as outlined in the WSCC Strategy for Educational Inclusion 2004 and in working with the leadership team and pupil services team to fulfil those responsibilities.

The West Sussex strategy and the school's Christian ethos of is at the heart of Davison's Inclusion Policy.

PSPs are set up when a girl's social, emotional and behavioural problems put them at risk of permanent exclusion. The PSP is a 16 week plan involving parents, teachers, outside agencies if appropriate and crucially -the pupil. Girls on a PSP will meet regularly with their named key worker (sometimes daily or more!) and their behaviour, progress and attendance will be very closely monitored. Pupils will use the support offered by the inclusion room as arranged on the PSP. The inclusion room is monitored by a learning mentor who often plays a crucial role in PSPs.

Assistant Head for Inclusion manages the Increased Flexibility (IF) programme for pupils in year 10 and 11 and any long term work experience placements they may have. The arrangements for these individual pupils are communicated to staff using course materials (a folder called Inclusion room contains pupils individualised timetable arrangements). The inclusion room learning mentor also keeps timetables and details up to date.

The Assistant Head for inclusion is also the Named Teacher for Looked After Children, Designated Member of staff for Child protection and for Gifted and Talented Pupils. In addition the assistant head also has responsibility for monitoring other vulnerable groups such as ethnic minorities.

Inclusion Link Governor: Mrs Cindy Grange Glen

Davison is a Dyslexia Friendly School

All staff have been trained in how to identify a pupil with dyslexic tendencies. All staff are aware of the need to teach to all different learning styles using multi-sensory methods.

Identification

Pupils are generally identified by subject teachers or form tutors. A request for diagnostic screening is passed to the Curriculum Support Dept.

Assessment

Pupils are screened using the LASS assessment in order to identify areas of strength and weakness. If necessary, further diagnostic testing is completed by the Special Educational Needs Co-ordinator.

Notification

Parents are then notified of the outcomes and a discussion of how the pupil may be supported takes place. Staff are then notified. If necessary the pupil is put on the SEN Register.

AIMS OF THE LEARNING SUPPORT DEPARTMENT:

The full realisation of each pupil's potential and the acquisition of all necessary skills and values.

To develop in all pupils the highest possible levels of commitment, responsibility and self-esteem leading to the acquisition not only of all the necessary examination qualifications but additionally moral, intellectual, practical (especially technological) and personal skills and values which are necessary to live a full, flexible and rewarding life in the changing modern world.

The Department perceives itself as a source of support for students, parents and colleagues.

PRINCIPLES: To provide an inclusive education for all.

All teachers are teachers of SEN (SEN and Disability Act 2001 & SEN Code of practice 2002) and as such will adopt a supportive approach to :

- Pupils with general learning difficulties
- Pupils with specific learning difficulties
- Pupils with social, emotional and behavioural difficulties
- Pupils with medical difficulties

- Pupils with speech and language difficulties
- Pupils who are physically disabled
- Pupils with English as an additional language

The Curriculum Support Department will achieve this through the following objectives:

1. To develop a whole school inclusive approach to the needs of the individual.
2. To develop a preventative and supportive approach in providing for individual needs whilst having regard to the SEN Code of Practice.
3. To ensure that all pupils have equal access to a broad and balanced curriculum.
4. To provide support and guidance to pupils parents and staff enabling pupils to achieve their potential and staff to develop realistic expectations.
5. To ensure that pupils with individual needs have access to a full and appropriate curriculum through a variety of approaches to differentiation, particularly for pupils of School Action, School Action Plus and pupils with Statements as per the SEN Code of Practice 2001.
6. To monitor pupils' progress through a systematic process of identification, assessment and provision. To consider the wishes and feelings of the pupils in all stages of the process and to work in close partnership with parents or guardians.
7. To ensure that provision for a pupil with special educational needs matches those needs through one of the following strategies :
 - Counselling or mentoring
 - Placement in a small teaching group or set for National Curriculum subjects
 - Temporary withdrawal from class for individual help
 - Support from a non teaching assistant – where possible
 - Assistance from outside specialists where they are available.
 - Use of National Curriculum Key stage 3 Literacy Progress Units.
 - A structured support programme delivered, where possible, out of lesson time, in form time or as a lunch time club.
8. To ensure that all members of staff are made aware of pupils' individual needs and are fully conversant with all aspects of the policy and its processes and that they receive training in its implementation.

The identification of students requiring support will be made through a variety of processes, including :-

Liaison with previous school.

Referral from colleagues, parents and external agencies.

Through evidence gained from the School's internal assessment procedures - spelling tests, reading/comprehension tests.

Cognitive Ability Tests.

Support to colleagues can be offered in a variety of forms, these include: -

Consultative Support.

Advice on materials and methods for individual students.

Support to students in class.

Partial withdrawal to develop the functional language of particular students

Curriculum support

Reading schemes.

Homework Club.

Spelling Clubs.

Social Skills Groups.

INSET training for NQTs and ITTs, Departments and Whole-school.

If a member of staff has any concerns regarding a student they must consult the Curriculum Support Manager providing evidence for their concern.

Monitoring student progress and needs will be undertaken principally through our Departmental meetings and information gathered from: -

Internal school assessment procedures.

National Curriculum assessment.

Advice of Multi-agencies, where appropriate.

Feedback from staff, students and parents.

Results of diagnostic tests, where appropriate.

Records and observations made by the Curriculum Support Department.

Support to parents whose children are experiencing difficulties with behaviour can be offered help through:

Parents support groups. These meet regularly in after school or lunchtime sessions to discuss any difficulties they may be experiencing with their children at home. The group is led by the Curriculum Support Leader who helps to facilitate, where possible, by giving the parents the opportunity to share their feelings. It also gives the opportunity for parents to share their successes and to support each other in their difficulties. Parents are made aware of West Sussex Parents Partnership Service.

Provision for pupils with special needs :

Davison High School has the following provision for pupils with physical difficulties: Lift, disabled toilet facilities, ramps and some medical support depending on banding.

ADMISSION POLICY:

The criterion for admission to Davison High School of pupils with special educational needs is their ability to follow successfully the normal curriculum of a school of Davison's type and character. All students with SEN but without statements are treated as fairly as other applicants as per the Human Rights Act 1998

FINANCIAL ARRANGEMENTS

Funds for meeting Special Educational Needs are available from within the normal school budget. Additional money is received direct from the Local Education Authority on the basis of an annual Audit of pupil need. This additional money is specified for supporting pupils at School Action and School Action Plus of the Special Educational Needs Register. The professional development of the Learning Support Department is catered for by a sum derived from central government training funds, specifically set aside for that purpose. The Local Education Authority on an individual basis funds pupils with Statements of Educational Need".

IDENTIFICATION, ASSESSMENT, PROVISION, MONITORING AND REVIEWING:

The new Code of Practice states that there are four areas of need: Communication and Interaction; Cognition and Learning ; Emotional, Behavioural and Social Difficulties, Physical and Sensory Difficulties. The Code of Practice has a graduated approach of assessment and intervention of pupils with Special Educational Needs.

School Action

School Action is when a pupil is identified as having failed to make adequate progress. All teachers should provide intervention that is additional to or different from that provided as part of the school's usual differentiated curriculum. This may be in conjunction with the SEN Dept. Interventions may include morning reading scheme and lunch time spelling club as well as an appropriate teaching group which may contain some learning support.

School Action Plus

School Action Plus is initiated when despite receiving an individual programme or extra support, a pupil makes little or no progress over a specified period of time. The school will then seek advice from external support services to provide specialist assessments, give advice on teaching strategies and materials or to provide short-term support or training for staff. Finally, if no progress has been made, a statement of Special Educational Needs will be applied for.

Statutory Assessment/ Statements

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and or a parent may decide to request that the LEA undertakes a statutory assessment. This may lead to the pupil being provided with a Statement of Special Educational Needs. Pupils with statements are allocated a SEN teacher who is responsible for providing support and monitoring progress.

There may be other pupils who although they are not on School Action may be held on a Monitoring list and included in our bi-annual testing.

Transfer procedures

During the summer term, Middle Schools pass on their records of all pupils on the Special Educational Needs Register to the Curriculum Support Leader and Key Stage 3 Liaison Manager. The Curriculum Support Leader will visit the Middle Schools in conjunction with the Key Stage 3 Liaison Manager.

Identification of Years 8 – 11

Pupils in year 8 are screened in reading and spelling in their first few weeks of school. They also take the CATS tests which along with information from Middle Schools enables setting to take place. Staff are able to refer pupils to the SEN Dept at any time if they have particular concerns by using a referral form.

All files relating to the learning difficulties of pupils with Special Educational Needs from School Action to Statements are kept within the Curriculum Support Department.

Procedures for notification of support to staff

A copy of the support timetable is sent to SEN Link teachers along with copies of student's IEPs. Subject staff liaise with Curriculum Support Department and pass on relevant programmes of study. The support staff are notified of the lesson objectives in advance enabling them to be effective support in class. Some LSAs work within certain subject areas enabling them to become more proficient in these subjects. SEN Link meetings are held each half term and enable feed back to departments relating to pupils with SEN. The SENCo attends Departmental meetings on an occasional basis.

Individual Education Plans (IEPs)

All students on the SEN Register except those on School Action receive an IEP with targets that are specific, measurable, attainable, relevant and achievable within the time specified. Parents are invited to the IEP Review where targets are agreed with students. These targets are reviewed at least twice per year and teachers are asked to comment on whether the student has met each target. A copy of the IEP is sent to SEN Link Teachers to distribute to their staff. A copy is also kept in their departmental SEN file. Parents also receive a copy and the student has a reduced size copy to stick into her planner. Parents sign a form to show that they have read the targets and agree with them. Pupils who are on School Action are set targets by their subject teachers through the school target setting procedure. These targets are monitored by the subject teachers. Pupils who are on School Action have a School Action Profile which notifies staff of the nature of difficulty and other relevant information regarding the pupil. A copy is sent to each subject area and these are kept in the Link file.

Integration to Davison High School

Pupils with Special Educational Needs are encouraged to participate fully in extra curricular activities. Special clubs have been introduced to help students with keyboarding, spelling, homework as well as the usual range of clubs.

Special Arrangements for Examinations

In year 9 the Curriculum Support manager will apply for Special exam considerations for those pupils who require them for the KS3 SATs. Students who may require extra help in the GCSE examinations are tested and reports written. Applications to the Exam boards are made by the Exams Officer following the recommendations of the C.S. Leader. Where possible, those pupils who require extra time or those who may have particular anxieties may take their examinations in the SEN Room.

Modification or disapplication from the curriculum

Where necessary, pupils are removed from a second foreign language in KS3 in order to receive help in literacy and other subjects. In rare occasions pupils are withdrawn from KS3 SATs. In KS4 pupils may take a differentiated curriculum allowing for some study support and work related learning. Some pupils will attend college placements and others may attend work placements as part of their curriculum.

PARTNERSHIPS:

Parents

- Davison actively seeks to work with parents and values their contributions.
- Parental views are recorded as part of Review procedures,
- Parents are encouraged to help with learning spellings and hearing pupils reading.
- Parents are encouraged to attend Parents' evenings, IEP and SEN Reviews.
- Meeting new parents at the prospective parents evening in the summer term prior to transfer.
- Communication through letters and telephone calls to parents and messages in the pupil's planner.

Pupils

Davison acknowledges the pupil's role in her own education.

- Pupils are encouraged to be involved in decision making by attending all Reviews and to be involved in the negotiation of their IEP targets.
- Pupil views are recorded as part of the Review process and their views are valued and listened to.

External Services

External Services are available for the benefit of students with learning difficulties:

Educational Psychologist
Sensory Support Team
Speech and Language Therapy
Occupational Therapy
Social Services
Educational Welfare Service
Pupil Referral Unit
Behaviour Support Service
Connexions - Careers Services

Links with other schools

The Curriculum Support Leader has links with SENCOs in other schools and has set up a SENCO Forum which has regular meetings to discuss matters relating to SEN.

The Curriculum Support Leader liaises with SENCOs in Middle Schools during the Summer term prior to transfer. The Learning Support Manager liaises with the Sixth Form College and Colleges of Further Education regarding students with SEN who continue their education post 16.

Vocational Guidance

The school recognises the importance of careers advice for pupils with Special Educational Needs. The Connexions service provides career advice and counselling to all pupils with Special Educational Needs as part of its service to the school. The Curriculum Support Leader works with the Connexions Personal Adviser to identify those who would benefit from support in years 10 and 11.

The Curriculum Support Manager will pass on to any other institution to which a pupil with Special Educational Needs has applied, relevant, non-confidential information about the Special Educational Needs of the pupil.

Discussion about career paths is an essential part of the 14+ Transition Review carried out for all pupils with statements of Special Educational Needs.

Parents' complaint procedure

In accordance with school policy, any parent who is not satisfied with the treatment of their daughter's special educational needs may contact the Curriculum Support Leader in the first instance. If the outcome is still unsatisfactory they may contact the LEA, the procedure for which is available from the school, the public library or the Education Office.

Governing Body

One governor has specific responsibility for Special Educational Needs and works closely with the SENCo and Senior Management team to ensure that all girls who need support receive an appropriate programme. It is the responsibility of the governing body to review and evaluate the success of the SEN Policy annually.

Monitoring the Special Educational Needs Policy

- By test results of spelling and reading at appropriate intervals.
- By discussion of the work of the Curriculum Support dept with subject departments throughout the school.
- By the consultation process which is part of individual students' reviews.
- By the Individual Education Plans (I.E.P.s) of students.
- By regular discussion with SMT and the annual departmental review.
- By evaluation of the work of Curriculum Support Assistants and the groupings into which students are placed.
- By comparison of Key Stage 3 and GCSE results of students with special educational needs and other departments.

KEY MEMBERS OF STAFF:

The person responsible for co-ordinating the day to day provision of education for pupils with Special Educational Needs is the Special Educational Needs Manager –

Mrs C Newton

This person is responsible for :

- Liaison with other teachers and with parents of pupils with Special Educational Needs
- Co-ordination of provision for pupils with Special Educational Needs
- Maintenance of the school's Special Needs Register and the oversight of the records of all pupils with Special Educational Needs.
- Liaisons with those external agencies supporting children with Special Education Needs.

Other Staff with roles relevant to pupils with Special Educational Needs are:

Teachers supporting behaviour

Mrs J Bown
Mrs R Sellens

Curriculum Support Assistants

Mrs B Amey
Mrs N Bunyard
Mrs C. Butcher
Mrs G De Lisi
Mrs A Harris
Mrs J Jones
Mrs C. Penfold
Mrs C Price
Mrs K Vincent

SEN Link Teachers

Link teachers for each department are responsible for attending bi-termly inter-departmental meetings and reporting back to their departments on matters relating to SEN. They are also responsible for the distribution of IEPs and ensuring that information relating to the outcomes of IEP targets is fed back to the department prior to IEP reviews.