

# Hartismere School

POLICY DOCUMENT No C4

## Special Educational Needs Policy



Policy Approved March 2011  
Review Date March 2012

Signed.....  
**Mr J McAtear – Headmaster**

.....  
**Mrs M Ravenhill – Chair of Governors**

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# **1 Basic Information about the school's provision for pupils with Special Educational Needs**

## **The Aims of Hartismere School**

We aim to meet the educational needs of each student and to encourage a high but realistic level of expectation. We strive for exemplary standards of academic achievement, self-discipline and consideration for others. We try to give pupils and students the knowledge and skills they will need for life and to make them proficient in literacy and numeracy. All pupils have access to a broad and balanced curriculum. We endeavour to make optimum use of resources available to us. This is achieved within the context of a firm yet understanding and caring school environment.

## **The Ethos of Hartismere School**

We value every child. We want them to enjoy and value their time at school in its own right as well as seeing its importance in preparing them for adult life.

We encourage pupils to be self-disciplined, responsible and considerate in their dealings with others, and to respect everyone's individual talents.

Our school is a resource for the whole community, with whom we share responsibilities. To benefit fully from membership of Hartismere, commitment is required from pupil, parent and school.

## **Definition of Special Needs**

According to the Code of Practice, children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special education provision means providing provision which is additional to or different from, the educational provision made generally for children of their age.

## **The Aims of Special Needs Department**

"We aim to provide support for the pupils with Special Educational Needs in order that they may take a full part in the life of Hartismere School, have access to the whole curriculum, and fulfil their potential in order to prepare them for their adult life"

The objectives of the governing body in making provision for pupils with special educational needs (SEN) are to:

1. Co-ordinate a whole-school approach for SEN pupils.
2. Provide appropriate and effective support to SEN pupils.
3. Provide appropriate and effective support for teachers of SEN pupils.
4. Monitor the SEN provision with regard to statutory duty (under DFES 2002 Code of Practice).
5. Implementing the Disability Equality Policy, and producing/ monitoring/ reviewing the Disability Equality Scheme Action Plan.

## 2 Staffing SEN Department

The school's co-ordinator for SEN provision (SENCO).

The school's co-ordinator for SEN provision is Mrs Tracey Surl (0.9fte). She is supported by a SEN teacher Mrs Angela Alexander (0.8fte)

SENCO is responsible to the Headmaster and Governors for the efficient co-ordination of SEN practice at Hartismere school.

The line-manager for SENCO in day to day management of the department is the Deputy Head (i/c KS 3)

A detailed job description for SENCO is given in Appendix 1.

The SENCO coordinates the work of SEN teaching staff and Teaching Assistants (TA's). A list of learning support staff is given in Appendix 2

The funding of SEN provision to schools is allocated on a formula basis, directly related to 'general need' in the school, as established by an 'audit' of numbers of pupils requiring special provision. The audit is undertaken over a period of three years, and pupils are entered into the Audit in Year 7 and Year 9. Pupils are entered under cognitive, behaviour, communication and / or physical / medical needs.

Other staff involved in SEN provision at Hartismere School

Link Teachers:

Subject staff who have been designated by departments to maintain a link between their department and the SEN department.

They are expected to attend SEN Liaison Group meetings, where information about pupils is exchanged. The link teacher should make sure that this information is brought to the notice of staff in their subject area.

Heads of Departments:

- Identify good practice and pass on examples to teachers and SENCO
- Identify examples of differentiated work and make available to teachers and SENCO
- Include SEN issues on department meeting agendas and give minutes to SENCO
- Ensure dept is represented at SEN liaison meetings

Subject Teachers: It should be recognised that all classroom teachers are/will be teachers of SEN pupils and must be supported to fulfil that role. (SEN Code of Practice 2001) They should:

- Know which students are on the SEN register and why
- Consult SEN information files on the 'T' drive and/or in the SEN admin. office (Learning Support Block).
- Be involved in the implementation and evaluation of IEPs
- Produce differentiated work to meet learning targets of SEN pupils
- Complete SEN monitoring sheets for reviews
- Raise SEN issues at department meetings
- Refer any pupils causing concern to SENCO using referral form

Senior TA: supported by SENCO to arrange the timetabling of SEN support by teachers and TAs. They support and monitor work of SEN through regular meetings with SENCO and work as liaison workers with KS4.

Business Manager: works with SENCO and oversees the appropriate funding of SEN provision within the school. This person is also responsible for the appointment of

appropriate non-teaching staff as TAs and will maintain their contracts appropriately with the needs of pupils in school.

Heads of Year: liaise with SENCO about pupils whose special educational needs are also linked to specific behaviour support plans.

Deputy Head (i/c KS3): works with SENCO in arranging appropriate INSET activities for staff working within SEN Department, and on whole-school INSET for aspects of the education of pupils with special educational needs. Supports SENCO with SEN Department issues.

Headteacher: acts as Performance manager for SENCO.

Governors' Responsibilities and the link-governor for SEN provision.

The responsibility of the governing body are outlined in the SEN Code of Practice (DfES ref 581/2001) 1.16 to 1.21 and 1.26 to 1.28. and include:

1. general responsibilities (as in 1.21)
2. governors' annual report to parents (1.27)
3. school self-evaluation and review cycle (1.28)

The link-governor for SEN provision is Mrs Fiona Bowden, supported by Mrs Marion Ravenhill until July 2011.

### **3 Co-ordinating SEN provision**

#### **Deployment of staff.**

Staff are deployed according to the following hierarchy of criteria:

1. In response to the statutory requirements of pupils with a Statement of Special Educational Needs.
2. According to the latest SEN Audit Scores.
3. According to the staged model of support, following the DfES Code of Practice and the Suffolk guidelines (see Appendix 3).
4. To meet the needs of the new intake (year7) during their first year at Hartismere.

Deputy Head KS3 works with SENCO to arrange efficient deployment of staff and identify transition needs of pupils Yr6 ->Yr7.

#### **The SEN Register.**

All staff receive a copy of the school's SEN register during the early part of the Autumn Term. This is updated during the academic year and is available on the 'T' drive. SENCO is responsible for maintaining the SEN register accurately.

Records of pupils on the SEN register are maintained by SENCO, including Annual Reviews of statemented pupils, IEPs of statemented pupils, pupils at school action plus, some at school action, and Provision Maps for all other pupils on the SEN register. Copies of IEPs are available on the T drive/SEN Information/Pupil Information.

**Baseline Data.**

All staff have access to brief, but comprehensive data about individual pupils, including SEN information. This information is also held on the T drive/SEN Information.

Most staff will transfer brief details in their teacher 'working file' ... where class lists, current classroom assessments, attendance, schemes of work etc are kept.

**Admission arrangements for pupils with recognised SEN.**

The school refers all admissions to the LA (Northern area Office).

Hartismere School aims to be fully inclusive and welcomes all pupils seeking admission. We recognise the right of parents of a child with a statement to choose a mainstream school provided that it is not incompatible with the efficient education of other children (SEN Code of Practice).

As part of the normal transition admission arrangements for pupils entering year 7 there is liaison between Hartismere and feeder Primary Schools (Head of KS3 and SENCO) to identify pupils with Special Educational Needs prior to transfer, in order that the level of provision required can be assessed. If required, additional transition arrangements / visits are put in place for individual pupils according to need.

Parents of all pupils have the opportunity to inform the school of any special needs of their child on the admissions form.

Where a pupil is admitted to the school other than as part of the normal transition from year 6 to year 7 then Head of Year will interview parents and child, and as part of the interview determine whether there is any SEN provision required as part of that admission (and liaise with SENCO if required).

**Special Arrangements for Examinations.**

Some pupils and students may be entitled to special arrangements when external assessments and controlled assessments take place (GCSE, and GCE/ACVE examinations). These are to ensure that particular pupils are not disadvantaged by the assessment regime (by the same token these special arrangements should not give a pupil some material advantage).

Because such pupils will usually be SEN pupils, SENCO will co-ordinate these special arrangements for the Examinations Officer, and arrange for appropriate reports to be commissioned. Mrs Tracey Surl is also the specialist teacher who has the requisite qualifications to carry out appropriate assessments for exam arrangements. She works alongside a qualified Educational Psychologist to carry out these assessments.

**Facilities for pupils requiring SEN provision, including access for disabled pupils.**

All pupils at Hartismere School have access to the whole curriculum and are educated alongside their peers. The majority of support is provided on an in-class basis.

Withdrawal from classes takes place where there is a need for programmes of intensive one-one or small-group instruction by an SEN teacher or teaching assistant.

There is reasonable access to all facilities at Hartismere School for disabled students, including wheelchair access. Where the access is limited then alternative provisions are made so that a disabled pupil can access the whole curriculum available to all other pupils. Disabled pupils have access to specialist toileting facilities.

There is an on-going programme to improve access to all areas of the school site.

The School has prepared a Disability Equality Scheme Policy and Action Plan, which identifies areas to improve in order to make the environment, the curriculum, and the written word more accessible to pupils, staff, parents and governors.

Identification, Assessment, Provision and Review of Pupils with Special Educational Needs.

### **Allocation of Resources.**

Funding allocated to provide resources for special needs is determined by Head and Governors, taking into account the money received from the SEN Audit, and once the level of teacher hours, and teaching assistant time has been decided, SENCO allocates hours of support to pupils requiring that support.

## **4 Identification, Provision and Review of pupils with Special Educational Needs**

### **a) Year 6 pupils entering Hartismere School.**

Information about the new intake is collated from data provided from feeder primary schools about Levels of Attainment (Teacher Assessments, SEN data, 10+ reading scores and 10+ maths scores (LA standardised tests). Teacher Assessments are confirmed by SATs data towards the end of term.

SENCO and/or Deputy Head will usually attend the Annual Review of Statements of Special Educational Needs for pupils in year 6 (ie statemented pupils who attend feeder primary schools), to assist the transfer of pupils.

Parents have the opportunity to contribute to the information on the school's admission form. Data about the new intake should be in school before the end of the summer term, and a provisional list of those pupils possibly requiring SEN support identified. SENCO and Head of Year 7 are responsible for this.

### **b) Other pupils entering Hartismere School**

Where a pupil is admitted to the school other than as part of the normal transition from year 6 to year 7 then Head of Year will interview parents and child, and as part of the interview determine whether there is any SEN provision required as part of that admission (and liaise with SENCO if required).

Parents have the opportunity to contribute to the information on the school's admission form. Once admitted to the school, SENCO will carry out baseline tests for reading / spelling.

### **c) Identification of pupils within the school.**

This may be as the result of one or more of the following

- Teacher referral ... through pupil/student memos, SEN referral forms, SEN Liaison Group.
- Support staff referral ... through data from pupil/student memos, monitored by Asst Head (Pupil Support).
- Pupil concerns expressed to staff ... leading to self referral.
- Parental concerns ... expressed to staff through parent evenings, visits, phone contact.

Any of these may then lead on to individual assessment/testing

### **Assessment Procedures.**

Standardised tests are used in year 7 and 8 for all pupils and from year 9 with selected pupils.

The following tests are used by the SEN department to assess pupils' difficulties:

Reading: NEALE Analysis, NFER Group Reading Test, Salford Reading Test; DRA; Edinburgh RT4. Reading Assessment Test.

Spelling: Vernon Graded Spelling Test, version 3 (now standardised in use with all feeder primary schools to enhance tracking of progress).

Additional tests: Aston Index, B.P.V.S. (British Picture Vocabulary Scale). Dyslexia Screening Test. These tests may be used if a pupil's progress has been monitored using these tests at a previous school.

These tests provide a guide for the SEN department. Where there is concern that further information is needed then advice and guidance, and further testing may be sought from Advisory Teacher Team and Educational Psychology Team.

### **Provision of resources for pupils with Special Educational Needs.**

Introduction: All pupils should have access to the full curriculum. For this to be effective it needs to be a whole-school approach, with the commitment of all staff.

The SEN Department works with other departments to develop resources within that department to enable appropriate differentiation of materials and resources for SEN pupils, thus allowing them access to the curriculum.

For SEN pupils on stages N and A (see appendix 3) this differentiation of materials and resources is often sufficient intervention to allow full access to the curriculum.

Teaching Assistants (TAs): Most pupils have access to the whole curriculum and are educated alongside their peers. Additional support may be provided to further enhance access to the work in class. This will be provided on an in-class basis by TAs and SEN teachers, who will liaise with the class teacher to provide support to individual pupils in the most appropriate manner. This may involve working alongside individual pupils or it may involve working with a small group of pupils (maximum 3 or 4). TAs work under the direction of the class teacher to support access to the work taking place in the classroom.

Where appropriate it is envisaged that certain TAs may be subject based. They may also be involved in other support strategies, eg. mentoring, paired reading, 1 to 1 social skills programme.

Withdrawal: Where pupils are withdrawn from a lesson (or series of lessons), it will usually be on a limited basis for programmes of individual/small group work addressing the specific learning difficulties that the pupil has. This is most common where a Statement of Special Educational Needs specifies that particular programmes should be followed.

In addition at Key Stage 3 (years 7, 8 and 9) small groups are withdrawn to enhance skills, using programmes like Sound Discovery (Spelling), Catch Up (Reading), Social Skills or Speed Up (handwriting) intervention programmes.

Where pupils are to be withdrawn from lessons parents will be informed. It may be appropriate for parents to be involved in the decision about withdrawal where it will affect access to parts of the curriculum.

Setting: Setting takes place in the core subjects of English, Mathematics, Science and Modern Foreign Languages (French and German). 'Setting' is the arrangement of pupils in classes according to perceived ability in that subject. One advantage of 'setting' is that the spread of ability of pupils within the classes is narrower, enhancing the ability of the class teacher to differentiate the materials and resources appropriately for the pupils in that class. This is differentiating by task.

It may be necessary, depending on need, to create a booster group within a subject, or across a number of subjects, in order to ensure access to the curriculum.

In many cases the smaller group size and the differentiated materials are adequate enough to support the work of SEN pupils in that subject. It may still be appropriate to provide additional classroom support.

Mixed-Ability: Some subjects choose to teach pupils in all-ability groups (mixed-ability).

Where this is the case then care must be taken to enable all pupils to access the work within the class. Some of the differentiation will be by modifying the task; some of the differentiation will be by assessment of responses of pupils to the task.

The SEN Department supports departments in providing strategies to use in differentiating materials appropriately.

### **Monitoring and Review Procedures.**

The monitoring of progress of pupils with special educational needs is directly the responsibility of SENCO. He/She must maintain accurate pupil records relating to provision of support for all pupils who are on the schools SEN register and initiate appropriate reviews of IEPs and Statements of Special Educational Need. Reviews may involve a range of people, including parents / guardians, pupil, subject staff and outside agencies.

Pupils with Statements of Special Educational Needs: There is a statutory duty for schools to arrange a Review of a pupil's Statement of Special Educational Needs not later than twelve months after the previous Review.

- SENCO will initiate the Annual Review and inform all relevant persons that should be present at the Review in good time, in order that they may make representation and/or be present at the Review, (subject teachers, support staff, pupils, parents, outside agencies including LA officers).
- SENCO and/or SEN teacher will initiate and collate all documentation relevant to the Annual Review and distribute copies to appropriate persons prior to the Annual Review.
- SENCO/SEN teacher will chair the Annual Review meeting.
- SENCO and/or SEN teacher will forward the agreed outcomes of the Annual Review to LA.
- The first Annual Review after the pupils is 14 years of age, and subsequent Reviews, must also initiate and consider a Transition Plan, and so must include appropriate advice about further education or employment and training. Usually the Connexions advisor will attend this review.

There is a schedule for the Annual Reviews to take place within the school calendar, the exact dates to be arranged by SENCO at least three months in advance of the meeting. Pupils entering Hartismere School with a Statement of Special Educational Needs may have an interim Review during the first term in the school, dependent on the due date of the Review. Where possible a representative of support staff KS4 will attend the Transition Review of pupils in year 9, and a Deputy Head or SENCO may attend Annual Reviews of pupils in years 5 and 6, as an observer, prior to their transfer to Hartismere School.

All pupils on the SEN Register: SENCO is also responsible for arranging for the writing of Individual Education Plans (IEPs) for SEN pupils, who have statements, or are supported at School Action Plus (some delegation to other SEN teachers). These are less formal than Statements of Special Educational Needs. They set specific short-term targets for improvement for the individual pupils, the means whereby progress can be made, and the appropriate input from teachers and parents that can bring about improvements. (see Appendix 7). The IEPs should be reviewed at least twice a year, by SENCO (or the appropriate SEN teacher).

A provision map is drawn up each year which highlights the various support provided by the school, at Wave 1, Wave 2 and Wave 3. (see Appendix 6) An individual provision map is completed and sent home for pupils at School Action.

In addition pupils' rates of progress and ratio gains are calculated and effectiveness of interventions monitored at least once annually.

SEN Liaison Group: This group meets regularly (approximately once a term), and comprises representatives from each department in the school. SENCO arranges the agenda and chairs the meeting. The function of the group is to exchange information, discuss needs of

specific pupils and strategies for supporting their academic, social, emotional and behavioural needs.

Parents' Consultation Evenings: SENCO (and SEN teacher) will be available at parent consultation evenings to discuss SEN provision and progress of pupils with parents/guardians.

Other meetings with parents/guardians may be arranged to discuss progress of individual pupils, and may be instigated by SENCO or parent. Other, less formal, contact may be made by phone. All such contacts are recorded using the pupil referral slips.

## **5 Monitoring and Evaluation of Provision**

It is the responsibility of the Governors to evaluate the effectiveness of SEN provision within the school (Code of Practice 1.22, 1.28). They should establish mechanisms for monitoring, evaluating and reviewing the effectiveness of the school's provision.

They should include a short report on the implementation of the school's SEN policy in the Annual Governors' Report to parents.

The governors have agreed that there should be in place:

- An annual review meeting between SENCO, Curriculum Manager and SEN Governor.
- Evidence of
  1. A copy of the current SEN register.
  2. IEPs or Provision Maps in place for all pupils on the SEN register.
  3. Measured progress of pupils against their IEPs.
  4. Reviews of Statements of Special Educational Needs of pupils.
  5. A schedule of TA support provided.
  6. The cost of the SEN provision in place at Hartismere High School.
- Mechanisms for establishing the views of parents, pupils and staff about the SEN provision at Hartismere School

The SEN Governor is responsible for providing the governing body with a report about SEN provision at Hartismere School.

## **6 Complaints Procedure**

Parents are encouraged to contact the school informally about any matter, and to make an appointment to visit the school at any time.

If parents have a complaint about their child's education, they should contact the Special Educational Need Coordinator, Form Tutor, or Head of Year. Matters of school policy or professional issues can be referred to the Head teacher or Deputy Head. If there are problems concerning a statement of special educational need then the procedures set out in the Code of Practice will be followed.

## Appendix 1.

### **Job Description      SENCo**

Responsible to:      Deputy Headmaster (normally KS3 Deputy)

Key Responsibilities:

- To liaise with the appropriate Deputy Headteacher on a regular basis as required
- To contribute to the formulation and implementation of whole school policies where requested to do so
- To contribute to meetings of the Governing Body as requested and especially in relation to the Annual SEN report to Governors
- To lead the work of the school in Special Needs within the context of whole school policies
- To maintain an overview of and develop strategies to effectively assess students and pupils with SEN
- To lead in the developing and quality assuring of the Curriculum as it is delivered through the SEN department
- To lead in maintaining sound order and discipline in the SEN department
- To lead the work of the Learning Support Team acting as Line Manager for all members of the team
- To act as principle liaison officer with external agencies as these relate to SEN
- To lead in the formulation of the School Improvement Plan as it relates to SEN
- To play a leading role in implementing Performance Management as a Team Leader
- To play a leading role in developing and ensuring the quality of School Publications where these relate to SEN
- To lead in the production of the Whole School SEF as this relates to SEN
- To lead in the liaison with partner primary schools in SEN terms
- To support pastoral and behaviour support meetings as requested
- To analyse, and develop the use of, Data in relation to SEN
- To ensure the completion according to statutory guidance of IEP's, statement returns and other similar SEN information requirements
- To lead in conducting the SEN audit
- To develop and sustain effective links with all departments and each Head of Year across School
- To oversee and be involved in the delivery of the Asdan curriculum or future curriculum aspects of a similar nature
- To oversee the work of examination support as this affects pupils and students with SEN in liaison with Heads of Department and the examination Officer
- To contribute to staff meetings and staff development as required by the Head teacher
- To ensure the effective dissemination of information amongst appropriate staff
- Other relevant duties as may be required by the Headmaster

### **Job Description: SEN Teacher**

Key Responsibilities:

- To assist in assessment, monitoring and evaluating progress of pupils with Special Educational Needs.

- To maintain IEP's for designated statemented pupils.
- To prepare the Annual Review of Statement of Special Educational Needs for designated pupils.
- To provide withdrawal for statemented pupils requiring one-one teacher provision.
- To prepare schemes of work as required by SENCO.
- To prepare resources for use with pupils with Special Educational Needs.
- To implement, manage a variety of intervention programmes
- To share in performance management for TA's

### **Job Description: Teaching Assistant**

#### Key Responsibilities:

- To work with pupils with Special Educational Needs to enhance specific skills as directed by SENCO.
- To work with pupils with Special Educational Needs in the classroom as directed by the class teacher.
- To keep records of work done with pupils and progress made.
- To plan, prepare and deliver a range of intervention programmes – Sound Discovery, Catch Up, LPU's, Social Skills.
- To liaise with SENCO and Asst Head (Curriculum) with regard to efficient provision of support in the classroom.
- To provide information that contributes to review of IEPs and Annual Review of Statement of Special Educational Needs.
- To provide full support, including personal care, to identified pupils in order that those pupils can be successful and dignified members of Hartismere High School.
- Pupil mentoring.

## **Appendix 2**

March 2011

Staff involved in SEN provision at Hartismere School.

Teachers:	Mrs T Surl	SENCO (0.9fte)
	Mrs A Alexander	SEN Teacher (0.8fte)
TAs:	Mrs E. Ashwood	10 hrs (15 hrs instructor)
	Mrs S Burnard	18 hrs
	Mrs A Cadwallader	18 hrs
	Mrs L Coates	35 hrs (5/6hrs admin. average)
	Mrs L Cottam	24 hrs
	Mrs R Daniel	12 hrs
	Mrs I Towne	30 hrs
	Mrs E Keeley	18 hrs
	Mrs Y Osborne	30 hrs
	Mrs J Landymore	21 hrs (9 hrs admin average)
	Mrs S Wright	28 hrs
	Mrs D Joy	20 hrs
	Ms A Palmer	30 hrs
	Mrs Jacqui Taylor	24 hrs

### **Appendix 3**

SEN Records of Support Codes - (used on all SEN documentation from September 2002)

N – Monitoring  
(pupils not on SEN register, but may have been previously)

A – School Action

P – Action Plus

S – Statement