

Holly Lodge College of Science



**Additional
Educational needs**

Holly Lodge 11-19 Science College

ADDITIONAL EDUCATIONAL NEEDS POLICY

Principles and Procedures

Students have Additional Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of students of the same age.

Have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.

Students may require additional support if their home language is different from the language in which they are taught.

Mission Statement

All staff at Holly Lodge has a responsibility to meet the individual needs of all students at the school. We enable all students to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion. We aim to address student's needs and difficulties as they arise and to provide the appropriate support to overcome these barriers to learning. The policy will identify how we will implement procedures for assessment, identification and provision for pupils with additional needs within the framework of the 2014 (Draft) Special Educational Needs Code of Practice.

The Policy will refer to the 'Local Offer' to parents/carers which Sandwell Local Authority are required to provide by the SEN Green Paper and the forthcoming Education Act. The information on this provision may be found in 'Special Needs and Disabilities Educational Provision in Sandwell. A guide for Parents and Carers', on the Sandwell Website.

The Role of the SENCO

The SENCO is responsible for the co-ordination of special educational needs within the school; including liaising with Key Stage Coordinators and Directors of Learning. In the interest of students with Special Educational Needs the SENCO will deploy and review appropriate support.

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Management

The SENCO is a member of the extended leadership team providing an opportunity to champion the individual needs of students and ensure staff training needs are met.

Within the school evaluation and review framework the Department is evaluated at regular intervals during the academic year.

The SENCO ensures that individual student needs are monitored and Learning plans reflect need in order for staff differentiation to take place. This also includes transition through Key stage 3 and assessing appropriate alternative learning provision in Key Stage 4.

Admissions

Prior to transition to Secondary school information is shared from feeder primary schools to enable the appropriate provisions to be put in place. Mid-term transitions are personalised with contact with the family and the previous school.

Transition Arrangements

During the Summer Term, prior to admission in Year 7, pre-transfer visits are arranged for students with SEN needs through liaison with the feeder schools. These visits provide an opportunity for students to familiarise themselves to the new school environment and to meet peers and staff. Some students may require a more intense programme of transition and these are arranged as a personalised programme.

Specialisms

The school is developing close links with outside agencies which provides guidance on specific additional educational needs. The new school site meets DDA recommendations and the staff are reviewing practice in providing support for physical disabilities such as physiotherapy.

Resources

Resources are deployed effectively to meet the needs of individuals and groups on the basis of plans within the School's Strategic and Development Plans. Monitoring and evaluating expenditure will take place as part as part of self-review cycle.

The Department for Education provides the school with funding in order to meet the needs with support to children with SEN. This funding equates to up to 15 hours of support and enables the school to put in place provision.

If a child has more than 15 hours via their statement or delegated funding, the school will receive the additional hours separately in their budget.

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Identification, Assessment and Review

The additional provision will be provided through a graduated response, providing a level and type of support, which will enable the student to achieve progress. This provision will be identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Where a student fails to make adequate progress despite this then the school will consider further intervention and identify the student as having special educational needs. This is known as Waves of Intervention and this will increase or decrease according to the needs of each individual student. A range of Assessment and information are used to inform identification.

- Primary Liaison Information
- Regular Reading Tests; Suffolk and Accelerated Reader Data
- CATS Assessments (Yr7-9)
- Subject Assessment
- Observation
- Behaviour Checklists/Assessments
- Behaviour Management Records
- Parent Information/ history

Individual Learning Plans (ILPs) are drawn up during the Review and Guidance cycle and targets decided through discussion with the student, Form Tutor and Learning Support Assistant. The ILP is reviewed on a termly basis and the cycle completed during the Summer Term. These ILPs address pupil need and guide teaching staff on differentiation. They are available to all staff through the SIMS profile.

Provision

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include:

- Provision of specialist or adapted or learning resources
- In-class support to facilitate curriculum access
- Literacy or numeracy catch-up sessions
- Additional regular individual or small group support
- Access to specialist support from other agencies

This additional provision will be provided through a graduated response, or waves of intervention, providing levels of support which will enable the student to achieve adequate progress. This is called a **Graduated Response**.

If a student has a particular learning difficulty such as autism, speech and language, specific learning or moderate learning difficulties, hearing impairment or visual impairment the school will seek additional professional support, development or training to ensure that we can best meet the student's needs.

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Students who have severe levels of physical, learning, communication or emotional difficulty, that are lifelong and complex, may need to be considered for Statutory Assessment or a Statement of SEN. If the Local Authority agrees to begin the process it may take up to 26 weeks to complete. See the Local Offer information.

Monitoring and Evaluating Provision

All teachers are teachers of special needs and have a responsibility for devising strategies and identifying appropriate methods of access to the curriculum. All staff are expected to record pupil progress and review individual attainment. Progress data is regularly reviewed at a department and faculty level.

The monitoring and Department evaluation cycle provides a structure to review and evaluate practice across the curriculum. The review processes and department self-evaluation provides an opportunity to identify priority targets relevant to SEN for inclusion in the School Improvement Plan (SIP) and/or staff training and development programme.

Inclusion

The school strives to be an inclusive school and aims to be accessible for students with disabilities. The school site, buildings and furnishings meet the requirements of the Disability Discrimination Act. See the Accessibility Policy.

All students have access to all aspects of school life and the school curriculum and are encouraged to participate fully.

INSET/CPD

The school is committed to developing SEN expertise of all staff in the school in order to meet the needs of all students effectively. Staff training and development needs are identified through the School Improvement Plan, Performance Management, lesson observations and monitoring.

A programme of training and development is regularly reviewed and delivered in order to raise the Quality First Teaching and the profile of meeting student needs in the first Wave of Intervention within the classroom.

External Agencies

In order to maintain standards and ensure student needs are effectively met the school liaises with many agencies and support services.

These include:

Inclusion Support

- Educational Psychologist
- SEN Advisory Teacher
- Behaviour Support Team

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- Complex Communication Disorders Team
- Specific Learning Difficulties Advisory Teacher
- Special Needs Teaching Team
- Visual Impairment Team
- Hearing Impairment Team

Health

- Speech and Language Therapist
- Occupational Health
- Physiotherapist
- Child and Adolescent Mental Health Service

Looked After Children's Education Team and Educational Welfare Officer

Liaison with External Agencies

During the Autumn Term the priorities for the Special Educational Needs department are reviewed with the Inclusion Support Team in order to effectively plan visits, reviews and training. Throughout the Academic year regular meetings take place with Inclusion Support staff in order to monitor and evaluate intervention and need. Where students do not make the expected progress despite intervention the school consults with outside agencies to seek further advice on strategies and programmes. Further assessment by the agency may be required and parents will be invited into school to discuss how the programme and support will change.

Parents

We actively seek to work with parents/ carers and value the contribution they make. We aim to support parental partnership by:

- Effective communication and regular contact
- Acknowledgement of the parents' role as a partner in the education of their child
- Ensuring positive relationships with parents/carers
- Recording parental views as part of the review and planning cycle.

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We encourage parents of students with either special educational needs or concerns regarding their child's progress to make contact with the school in order to discuss these concerns.

Students

We acknowledge the student's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views, recording these within the review procedure
- Involving students in their Review Meetings to discuss progress and future provision
- Involving students in setting their targets and forming learning plans
- Effective communication

Complaints

Complaints regarding SEN provision and associated matters should be made in accordance with the school Complaints Policy. Initial concerns should be raised with the Director of Personalisation. If parents/carers are dissatisfied with the outcome, they should contact the Head teacher followed by the Chair of Governors.

Success Criteria for School Policy

The effectiveness of the school's SEN Policy and provision is reviewed and evaluated annually using the school's review and evaluation process.

Agreed by Governors - March 2014