



Last reviewed:	September 2015
Next review:	September 2016

## **INCLUSION DEPARTMENT**

### **SPECIAL EDUCATIONAL NEEDS POLICY DOCUMENT (updated 2015)**

***“Learning first .....”***

***We will work together to raise the achievement of all students, thereby improving their life chances.***

***We believe that high quality teaching, learning and leadership are fundamental to our success.***

***By ‘embedding ambition’ in our students we will enable our young people to lead a balanced life as adults, capable of contributing positively to their community.***

### **PROVISION**

**Our Special Needs arrangements for the school aim to:**

- (a) Identify need, through a programme of diagnostic testing, assessment, and recording including MIDYIS, Wrat 4, New Group Reading tests and DASH. This work starts in KS2 as part of the outreach programme.
- (b) Implement individual work programmes, if required. Within this policy, individual progress is monitored by all staff and a record maintained of the progress achieved. As a priority, we aim to improve the basic skills (reading, writing, comprehension, numeracy) of our students with learning difficulties and address the needs of students with behavioural difficulties through good practice from all staff, use of the whole school behaviour policy as well as personalised packages.
- (c) Allocate the additional resources for students with existing Educational Statements of SEN/ Education, Health and Care plans and monitor and record student progress and impact.
- (d) Identify students for whom Education, Health and Care plans should be initiated.
- (e) Ensure that the Curriculum and the resources used are appropriate for students with Special Educational Needs, through modification by department staff working in close collaboration with the Achievement Team Leader/SENCO and teaching assistants. In exceptional circumstances, the National Curriculum may be deemed inappropriate for particular pupils necessitating their disapplication and a personalised package put in place.

- (f) Offer in-school specialist training and advice to individual teachers and teaching assistants as appropriate.
- (g) Explain the practice of our school support to parents and students so that home and school can work together in partnership to improve student progress.

### **The school contributes to helping children with learning needs through:**

The Achievement Team Leader/SENCO, Specialist Leader in Education and the Achievement team enabling: -

1. An awareness in all teachers to the needs of a wide range of those with learning difficulties in their classes and a commitment to find strategies to support them.
2. The experience of the Achievement Team Leader/SENCO in:
  - (a) Identifying students and advising staff on how to differentiate to meet their needs.
  - (b) Providing resources and advice to support additional adults on how best they can meet the demands of SEN students.
  - (c) Personalise Provision, when required.
  - (d) Regular staff training on all aspects of supporting students with special educational needs.
3. Providing teaching resources resulting from the specific stated needs of a named individual. Teaching Assistants need to be pro-active - preparing resources and suggesting action.
4. In-class support for individuals or small groups.
5. Additional activities organised by the Inclusion Department e.g. Reading Intervention, Lexia Programme, after school Independent Learning Club, Breakfast Club, Mentoring Scheme, Break club, Lunch club, Dyslexia screening, travel training, Lego Therapy, SEAL, Handwriting intervention, additional support for EAL students and professional counselling services.
6. Asking for advice from outside agencies when required.

### **Identification of SEN**

1. Early identification, assessment and provision for any SEN child is very important for the following reasons:
  - To minimise the difficulties that can be encountered when interventions and provision occur
  - To maximise the likely positive response of the child
  - To allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
  - Allowing external agencies can be brought in earlier with a greater likelihood of success
  - To set appropriate challenges and levels of study for each individual student
2. The SENCO will be responsible for identifying students with SEN in the first instance, sometimes after requests from parents.

3. For students at primary school, the SENCO will attend the final transition review meeting for those students who have special educational needs. The SENCO will liaise with relevant Primary School Key Workers to ensure that all students on the SEN Register have been identified and that suitable provision has been made for entry at Harrogate High School.

## **SEN CODE OF PRACTICE AND THE IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

### **Schools and teachers must be aware that:**

- Provision for students with Special Educational Needs is a matter for the school as a *whole*. All teachers are teachers of students with Special Educational Needs.
- Students' learning difficulties may not result solely from problems within the young person.
- Students' rates of progress can sometimes depend on what or how they are taught.
- Effective management, school ethos and the learning environment, curricular disciplinary and pastoral arrangements can help prevent some Special Educational Needs arising and minimise others.
- Differentiation of learning activities within subjects will help meet the learning needs of students.
- Differentiation can be addressed by considering the nature and variety of activities and the intellectual demands placed on the student.
- Subject teacher planning should be flexible to recognise the needs of all students as individuals and to ensure progression, relevance and differentiation in class and following on from intervention.
- Teachers should use NC programmes of, including P Scales, to teach knowledge, understanding and skills using a variety of methods that are appropriate to the abilities of individual students.
- Where setting or streaming is used, consideration of placement in a set should be made subject by subject. The curriculum content or the pace of lesson delivery should still vary to reflect the needs of the individuals within the group

### **Main Features of Support**

#### **The main features of learning support provided by the Inclusion Department are:**

- ❖ Collaborating with all colleagues to ensure the identification of students with special educational needs and the recognition of the strengths and weaknesses of individuals.
- ❖ Supporting colleagues with strategies, ideas and techniques for teaching the whole range of students with special educational needs.
- ❖ Working with teachers using teaching approaches suited to the needs of students, through in-class support, team teaching or advice.
- ❖ Supporting and helping students with academic, learning, social, behavioural and physical difficulties within the classroom and through small group or individual work.
- ❖ Advising colleagues on support strategies for students with a range of difficulties across the Curriculum.
- ❖ Advising colleagues on effective differentiation of resources and working with colleagues to produce them. Matching appropriate resources to students' learning requirements.

- ❖ Informing colleagues of the range of materials and approaches available to facilitate learning.
- ❖ The administration of standardised and non-standardised tests and advising on appropriate assessment materials and procedures.
- ❖ The preparation and implementation of individual programmes for students with particular difficulties.
- ❖ Liaison with multi agencies where appropriate including the Educational Psychologist, Pupil Referral Service, Speech and Language therapist, CAMHS (Child & Adult Mental Health Service), Advisory service for Hearing and Visual Impairment, Social Care, Harrogate Collaborative, ASCOSS (Autism Spectrum Condition Outreach Support Service), Prevention Service, Just B Counselling.

## **Annual Reviews:**

A student's Statement of Educational Needs/Education, Health and Care Plan is reviewed each year.

The meeting is held at the school and is organised by the Inclusion Department. The meeting is chaired by the Achievement Team Leader. Informal reviews of a student's Statement can be held at any time. These can be initiated by the school, parents or support services.

The purpose of the meeting is to review the educational provision of a student and to address any changes which may need to be made to current provision.

Sue Wilkinson  
Achievement Team Leader/SENCO  
Sept 2015