

Brian Jackson College

Staff Responsible: **Head**

Reviewed: **Nov 2013**

Review: **Nov 2014**

Special Educational Needs Policy

College Ethos

The Brian Jackson College is an Independent school that specialises in working with students who may have Social, Emotional and Behavioural difficulties. Students who may have had problems attending mainstream education are encouraged through support to attend and work through any issues. We believe in treating each young person as an individual and in supporting them through this important part of their lives. The College believes in encouraging young people through the learning process and believes in giving them a second chance and is committed to providing, for each pupil, the best possible environment for learning.

AIMS OF THE SEN POLICY

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that pupils with SEN take as full a part as possible in all school activities
- To ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEN are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The SEN Policy

This Policy was developed by the Education and Training Manager and should be read in conjunction with the Colleges policies on Admissions, Assessments, Equal Opportunities, Child protection Behaviour, Health and Safety and Curriculum policy.

All college staff is committed to the principles contained within this policy in supporting young people.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

The College will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

STAFFING

The SEN team of the school is: Jacqui Green, Nicola Atkinson and Joanne Warwick.

SEN Coordinator (SENCO) . Jacqui Green

ADMISSIONS

The Trustees believes that the admissions criteria should not discriminate against pupils with SEN.

This is reflected in the College admissions Policy.

IDENTIFICATION, ASSESSMENT, AND PROVISION

We have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into classes. Every effort is made to ensure that they have full access to aspects of the National Curriculum that our Independent School follows and are integrated into all aspects of the school.

All teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Potential assessment tools used such as:

- Screening /diagnostic tests
- Reports or observations
- Records from referral agencies etc.
- Information from parents
- National Curriculum results
- External exam results
- Pupil portfolios

SEN provision

On entry to the College each child's attainment will be assessed in order to ensure continuity of learning from transference from another Secondary school. For pupils with identified SEN the Head, SENCO, literacy and Numeracy tutors and LSAs will:

- Use information from the referring agency to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets

THE RANGE OF PROVISION

The main methods of provision made by the College are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Support from specialists within class or as part of a multi agency support team (PRS)
- LSA support

DISABLED PUPILS

- Many pupils with Special Needs may also be disabled under the terms of the Disability Discrimination Act.
- **“A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”**

To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger.

School has a duty under the Disability Discrimination Act to make 'reasonable adjustments' to ensure pupils have full access to the social and academic life of the College.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, or employment

Where teachers decide that a pupil's learning is unsatisfactory, the Head will be informed. The Head and teacher will review the approaches adopted and amend accordingly.

The school also recognises that parents have a right to request a Statutory Assessment.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The Head /SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service/Careers Service

GENERAL LEARNING DIFFICULTIES

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers

- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents
- Is likely to result in accreditation in F.E., training, and/or employment
- Is likely to result in usable levels of skills

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

INDIVIDUAL EDUCATION PLANS

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

REVIEWING IEPs

IEPs will be reviewed termly. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

REVIEWS OF STATEMENTS

Statements must be reviewed annually. The LA will inform the Head at the beginning of each school term of the pupils requiring reviews. These may be held later than expected due to the sporadic attendance of students at the college but also due to the referral process. The Head will organise these reviews and invite:

- The child's parent

- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Head considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the Education and Training Manager will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the head teacher and Trustees to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning support workers (LSAs)
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress

- Mechanisms that exist to allow teachers access to information about SEN pupils
- Mechanisms that exist to alert the SENCO to such 'levels of concern'.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE TRUSTEES

The Trustee's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy

THE ROLE OF THE CLASS TEACHER/SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEPs for SEN pupils. The extent of the SENCO's involvement is at the discretion of the school.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEAD

Heads responsibilities include:

- The day-to-day management of all aspects of the College including the SEN provision

- Keeping the Trustees well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. The School's INSET needs will be included in the School Development Plan

The school considers parents of SEN pupils as valued partners in the process. SEN pupils will be encouraged to participate in the decision-making processes affecting them.

The LA will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LA.

COMPLAINTS PROCEDURE

The school has a complaints procedure which is available upon request. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents by the LA if required.

Appendix I

Individual Education Plan (IEP)

Name:

School:

D.O.B;

IEP date:

IEP created by:

Stage:

Student information:

Targets

1	
2	
3	
4	

Success indicators (monitored in class by tutors)

- 1.
- 2.
- 3.
- 4.

Support Arrangements

1. Support from the LSAs
2. Encouraged in class whenever targets are met
3. comments on behaviour sheet when targets are met
4. staff to encourage to ask for help and support and praise regularly
5. All tasks clearly explained, motivating including short goals.

Monitoring

Staff Name: _____ will monitor the daily record sheets and hold a weekly tutorial with _____ to discuss their progress. Staff name: _____ will write a home report at the end of the month following the tutorial and discussions with staff. This may be weekly if any issues arise.