

Crawshaw School SEN Policy

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SECTION A: SCHOOL ARRANGEMENTS

A1: Definition and Aims

Crawshaw School values the abilities and achievements of all its pupils, and is committed to providing for each student the best possible environment for learning in order to enable students to fulfil their potential.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN

THE SEN AIMS OF THE SCHOOL

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To support and encourage all students to achieve their academic targets
- To monitor and track student progress in relation to their academic targets
- To ensure the identification of all students requiring SEN provision as early as possible in their school career
- To ensure that SEN students take as full a part as possible in all school activities
- To ensure that parents of SEN students are kept fully informed of their child's progress and attainment
- To ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision

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

- The policy was drawn up by the SENCO in consultation with the leadership team and the Governor with responsibility for SEN
- All school policies e.g. the Behaviour Policy allow for the differing needs of SEN students
- All staff have had access to and support the SEN policy
- The School Improvement Plan includes references to the provision of students with SEN

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 students working together.

1

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) 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

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught
Crawshaw School 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.

A2: Roles and Responsibilities

The SEN team of the school is:
SEN Coordinator (SENCO) Ms A Hewitt
Teaching Assistant Team Leaders Mrs J Kaye, Mrs M Hogben
SEN Governor Mrs Lynne Ratcliffe

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body 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 students with SEN
- Track and monitor the progress of SEN students
- Liaising with and giving advice to fellow teachers
- Ensure staff are aware of their SEN responsibilities
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

For effective co-ordination teaching and support 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 students
- The commitment required by staff to keep the SENCO well informed about student's progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN students
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved

- with teaching and supporting Statemented students
- Ensuring that SEN students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE 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 students
- Collaborating with the SENCO to decide the action required to assist the student to progress
- Working with the SENCO to collect all available information on the student
- In collaboration with the SENCO as appropriate, develop Targets for SEN students.
- Working with SEN students on a daily basis to deliver IEP targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEADTEACHER

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

A3: Co-ordinating and managing provision

The new Code strengthens the role of the SENCo, recognising the SENCo's

'Key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN'

SEN provision is an integral part of the School Improvement Plan, the Special Educational Needs Development Plan feeds into the School Improvement Plan.

A4: Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

Crawshaw School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the Education Leeds' Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 Allocation of Resources

All schools in Leeds receive funding for pupils with SEN in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils
2. The delegated SEN budget (based on Education Leeds' formula, and generated in part by numbers on the SEN Register) covers the additional support required
3. Specific funds allocated to students through FFI.

The Code recommends that 'it is good practice for the costs of the SENCO (or those parts of the post holder's work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEN.'(5.35) The DfES states that 'core or base budget' refers to sources 1 **and** 2 above.

The school notional SEN funding in the year 2008 to 2009 was £ 168,639. The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

Crawshaw School follows LEA guidance to ensure that all student's needs are appropriately met. Details of how resources are allocated to and amongst students with SEN are included in the Governors' Annual Report to Parents.

B2: Identification, Assessment and Review

(a) CATEGORIES OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

The SEN Code of Practice 2002 makes it clear that

'all teachers are teachers of pupils with special educational needs.'

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

(a) EARLY IDENTIFICATION

Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools. - CATs
- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- External exam results

SEN PROVISION

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEN the Headteacher, SENCO, Subject Leaders, and pastoral colleagues will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student'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 students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

a) THE RANGE OF PROVISION

- The main methods of provision made by the school 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 staff
- In-class support with adult assistance
- Referral to the LEB / Mentoring full- or part-time
- Pathways provision at KS4

b) ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

c) 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 students 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 student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a student's learning is unsatisfactory, the DoL / SENCO will be consulted. The DoL / SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

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

(a) RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the

student's profile may include:

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

Teaching SEN students 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 students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEN, the school will intervene through **School Action** and **School Action Plus** as described below.

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a student requires additional support to make progress, the DoL / SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

USE OF SUPPORT STAFF WITHIN SCHOOL ACTION

Support staff e.g. Behaviour Support Workers, Academic Mentors, Mentors and Teaching Assistants will be used as appropriate.

NATURE OF INTERVENTION

The DoL / SENCO in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Education Leeds support services for advice on strategies, equipment, or staff training

(a) INDIVIDUAL EDUCATION PLANS

Strategies for pupils' progress will be recorded in the Provision Map containing information on

- Targets
- Teaching strategies
- Provision made
- Date for review

The Provision map will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on a small number of individual targets that closely match the student's needs. The provision and targets will be shared with the student and the parent.

(a) **REVIEWING TARGETS**

Targets will be reviewed in conjunction with the whole school's existing reviewing systems, including a Parents' Evening. Additional reviews will be held as appropriate. 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 students in this process.

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENCO after consultation with parents at a review undertaken within School Action. External support services will advise on targets for the Provision Map and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

(a) **REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The student's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child

- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/student consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

(a) REVIEWS OF STATEMENTS

Statements must be reviewed annually. Education Leeds will inform the headteacher at the beginning of each school term of the students requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- A representative of Education Leeds if appropriate
- Any other person Education considers appropriate
- A representative of the Transition Team for students at Y9 / Y11 and at any transition time in the 6th form
- Any other person the headteacher /SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the Provision Map and individual student targets
- Review the provision made for the student 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 student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the headteacher 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 LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

The School recognises that where a student with a Statement of SEN continues to attend after compulsory education, i.e. after age 16, the LEA may decide to maintain the Statement until age 19.

B3: Curriculum Access and Inclusion

Crawshaw School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos

- Broad and balanced curriculum for all pupils
- Appropriate individually identified pathways
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

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

B4: Evaluating success

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject co-ordinator
- Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- Value-added data for students on the SEN Register
- Consideration of each pupil's success in meeting Provision Map, Statement Targets, school / FFT targets
- Termly monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The School Improvement Plan/SEN Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Support Staff
- Parents
- Students
- External professionals

B5: Complaints procedures

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1: Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN students. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN students. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. LSAs' requirements in supporting students' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction. The School's INSET needs will be included in the School Development Plan

C2: Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- SEN Support Service (SENSIS)
- Educational Service for Physical Disability (ESPD)
- Traveller Education

In addition, important links are in place with the following organisations:

- The Connexions Service
- The LEA
- Specialist services
- The business community
- Education Welfare Officer
- Social Services
- Friends of Crawshaw School
- West SILC
- Word Wasp

C3: Partnership with parents

Crawshaw School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school will make available, to all parents of students with SEN, details of the parent partnership service available through the LEA. The SEN Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

C4: The voice of the child

The new Code includes a chapter on pupil participation.

Schools ...should show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's

evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter ... Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

In Crawshaw School, we encourage students to participate in their learning by ...

C5: Links with other schools and transfer arrangements

The SENCO encourages primary schools to involve the chosen secondary school and will attend Y5 / Y6 reviews.

In addition to the already extensive transition programme provided by the DoL and team, the SENCO will provide additional transition support to all Statemented students, and SA+, SA students as appropriate after consultation with the Primary Schools.

For students in Y9 and beyond, the aim of the annual review is to

- a) review the young person's statement
- b) draw up and subsequently review the Transition Plan.

The annual review of the statement held in year 9 should involve the agencies that may play a major role in the young person's life during the post-school years and **must** involve the Connexions service. It is the duty of the headteacher to draw up the transition plan.