

Special Educational Needs Policy

Currently 21% of children in English schools are identified as having Special Educational Needs or Disabilities (SEND). Less than 20% of these children achieve five good GCSEs, which is under half the national average and children with SEND are eight times more likely to be excluded than their non-SEND peers. The low attainment of this group contributes significantly to wider under achievement in education, low basic skills and other skills shortages which the CBI estimates cost the economy over £2 billion each year.

The following definitions of special educational needs (SEN) have been taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

PART 1: Quality of education provided

PART 2: Spiritual, moral, social and cultural development of pupils

PART 3: Welfare, Health and safety

PART 6: The provision of information for parents, carers and others

To be read in conjunction with:

Curriculum/Teaching and Learning Policy

Equalities Policy

SMSC Policy

This policy details how Intuition School promotes the successful inclusion of pupils with special educational needs, disabilities and English as an additional language.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. In addition, a clear distinction is to be made between English as an Additional Language and Special Educational Needs. Most pupils who have English as an additional language, who require additional support, do not have Special Educational Needs. This policy however, covers all of these students.

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs, disabilities or EAL and ensure that their needs are met
- to ensure that students with special educational needs, disabilities or EAL join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents/carers are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate

The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed detailing the effectiveness of the provision made. The SEN Coordinator will set new success criteria, and monitor progress. The range of support made in the school each year in response to identified needs is detailed in the provision map.

The named SENCO is Mrs Anna Hulme. A member of the school's Governors takes a special interest in SEN.

The school supports LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the SEN and Disability Act 2001 and the special educational needs and disability code of practice: 0 to 25 years (2014, updated May 2015). Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The three year Disability and Discrimination Act plan should be read in conjunction with this policy.

Our SENCO has the following specialisms: social, emotional, behavioural and mental health difficulties, autistic spectrum condition, communication systems, moderate learning difficulties experience.

Identification and Assessment of special educational needs

The school is committed to prompt identification of additional special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014 (updated May 2015), for the few children who do not already have an EHCP. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class tutor will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

Personal Safety and Support Plan

Every child has a PSSP. This is written by Form Tutors but always in consultation with pupils and parents/carers. It may also involve consultation and advice from external agencies.

The PSSP sets targets for the pupil and will detail

- the broken down termly milestones from EHCPs
- the teaching strategies to be used
- the provisions/interventions {Including Success and Exit Criteria} to be put in place
- when the plan is to be reviewed

The PSSP is a working document, which, in addition to a weekly informal review, will be formally reviewed at the end of each term and the outcomes will be recorded. If, despite significant support, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils, parents/carers and social workers will be fully involved and kept informed about the involvement of external agencies and proposed interventions. This document is created through collaboration with the pupil, parent/carer and class teacher, and contains information regarding any typical behaviours usually with regards to anxiety, triggers, management strategies and risk.

The majority of pupils at the school have EHCPs, which will be reviewed annually and a report provided for the Local Education Authority.

The school will liaise with other agencies to arrange Transition Plans for pupils with EHC plans (and other pupils with SEN who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process).

Student Agreement

Every pupil at the school signs the Student Agreement, which was drawn up in partnership with the students themselves.

Value everyone's right to learn {Yours too}

Use appropriate language to all

Stay in the correct zone

Look after school property

Respect everyone's personal space

English as an Additional Language

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language, their backgrounds, and their cultural and religious diversities. As a school, we are aware that bilingualism is a strength and that EAL pupils and their families have a valuable contribution to make to both the school and the community.

Pupils learning English as an additional language are entitled to the full school Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start. Learning an additional language may present challenges to the curriculum. Resources and support should be available where necessary for the pupils to access the curriculum.

It is the role of class tutor to liaise with the families of children with EAL and encourage and enable them to participate as fully as possible in school life. The school recognises the importance of effective and reciprocated relationships with all parents and acknowledges that families must be supported to feel confident in approaching the school. To encourage this, parents and or carers are offered additional support with the completion of registration documents and consent forms, and with the understanding of individual education plans, curriculum overviews, pupil progress reports and surveys. We aim to use plain English (and translators and interpreters, where appropriate and available), to ensure good spoken and written communications.

We encourage celebration of the linguistic, cultural and religious background of pupils and hold specific celebrations to educate the whole school about the diverse languages and cultures represented within our community.

Access to learning requires attention to words and meanings of each subject. Meanings and understanding of words cannot be assumed but must be made explicit. The home languages and cultures of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible. Although many pupils may acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can

require support throughout their school life. There is often a “silent” period where the child is reluctant to speak. This period can last up to a year and support and understanding must be exercised at this time, with positive reinforcement being the key factor to encouraging speech. Teaching and support staff play a crucial role in modelling uses of language. Good modelling of language rather than correction is encouraged.

Consideration and sensitivity must be given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of all families. EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography as well as for other subjects where appropriate. Where possible, Humanities should sessions on the history and geography of the EAL pupil’s country of origin at the same time as the current topic.

Opportunities for speaking and listening run throughout the curriculum. In subjects other than literacy, staff can sometimes scribe for the pupil, giving them a rest from the process of translation and then writing. Appropriate materials such as, dictionaries, key word lists and visual cues will also be used for additional support as needed.

Pupils Records

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

Funding

The school provides the relevant local authorities with an annual account of funding received, and expenditure incurred, by the school in respect of any pupil that they wholly or partly fund. This information may also be published by request of the Secretary of State.

Complaints and Representation

The school’s complaints procedure is available on our school website {www.intuitionschool.co.uk} or from the school office. The pupil's tutor will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request the policy which outlines our procedure.

The school will provide information about the Local Authority Specific parent support service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact SENDIAS for independent support and advice or Diamond Families.

Training

The school makes an annual audit of training needs for all staff considering school priorities as well as personal professional development. Particular support will be given to NQTs and

other new members of staff. The SENCO takes responsibility for prioritising the SEN training needs of staff.



Written by:

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Review Date:

Approved by:

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