

Governing Body Document Monitoring

Date of Review	Reason for Review	Responsibility	Model or School Specific	Date Ratified	CoC Initials	Name of Committee	Date of next scheduled review
Dec 2016	Legislative Changes	SENCo	Model with specifics	8 th Dec 2016		FGB	Dec 2017

SPECIAL EDUCATIONAL NEEDS (SEN)

Aim:

To secure the best possible provision across the curriculum for all pupils with Special Educational Needs (SEN) in order to maximise their potential.

Principles:

1. All pupils are entitled to a broad and balanced curriculum, which is differentiated to ensure maximum progress.
2. Pupils with SEN are entitled to have their needs identified and assessed promptly according to the staged approach of the SEN Code of Practice (2014).
3. Pupils with SEN are the shared responsibility of all staff. Staff will have appropriate support, provided by the Special Educational Needs Coordinator (SENCo), to ensure they have the knowledge and skills to work with all pupils, whatever their abilities, disabilities, or difficulties.
4. Pupils with SEN will be integrated fully into the educational and social life of the school.
5. Parents of pupils with SEN should be involved as partners in the education of their children and pupils themselves should participate whenever possible in discussions and target setting related to them.
6. Head of Year and SENCo will liaise and co-operate with colleagues in primary schools and post 16 institutions to ensure the smooth transition of pupils with special educational needs between different educational phases.
7. SENCo and Learning Support staff will work with outside agencies such as Educational Psychology and Teacher Advisors to provide the most effective support for the pupils.

Definition of Special Educational Needs:

According to the Code of Practice (2014) a child has special educational needs if he or she has a learning difficulty, which calls for special provision to be made for them at some time during their schooling.

Pupils have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age at the school or they have a disability which hinders them making full access of the educational facilities generally provided for pupils of the same age in the school. This may include pupils:

- with Statements identifying SEN
- with an Integrated Assessment – an Education Health Care Plan
- with difficulties in cognition and learning
- whose basic skills competency is below average; pupils who fall behind the general progress of classes and find mainstream difficult
- who experience communication and interaction difficulties
- with emotional, social or mental health difficulties
- with physical and/or sensory difficulties

‘Special Educational Provision’ means that which is additional to or different from the educational provision made generally for pupils of their age at the school.

1. Management and Responsibility for SEN

The Governing Body has overall responsibility for the delivery of the SEN Policy. The SENCo, with the support of the Headteacher and Governing Body will manage and be responsible for the day-to-day provision made by the school for pupils with SEN.

2. Roles and Responsibilities

The Governing Body is responsible for:

- Meeting its statutory responsibilities to secure appropriate provision for pupils with SEN.
- Reporting annually to parents.
- Nominating a Governor with particular responsibility for SEN who will liaise with the SENCo.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school’s SEN policy;
- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising on a graduated approach to providing SEN Support;
- Devising, implementing and evaluating systems to identify, assess, monitor and review provision for pupils with SEN with regard to the Code of Practice (2014).

- Liaising with and advising teacher colleagues to support them in the discharge of their responsibilities to pupils with SEN.
- Ensuring Learning Support Assistants (LSAs) understand their role in school and providing them with support and training.
- Liaising with Heads of Year.
- Liaising with external agencies.
- Liaising with parents.
- Liaising with feeder schools and post 16 institutions.
- Identifying and contributing to in-service training and staff development.
- Advising and working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all children with SEN up to date.
- Collating and analysing relevant data pertaining to SEN pupils' progress.

Heads of Departments are responsible for:

- Ensuring Schemes of Work are suitably differentiated and have regard for the SEN Policy.
- Disseminating information provided by the SENCo.
- Monitoring the provision and progress of pupils with SEN.

Subject Teachers are responsible for:

- Quality First Teaching for all SEN pupils
- Knowing the special educational needs of their pupils, e.g. having regard for the SEN register/provision map.
- Using this knowledge to inform planning and teaching, enabling them to help pupils work towards negotiated targets.
- Following the staged approach of the Code of Practice for identifying pupils with SEN in their classes.
- Liaising with and providing the Learning Support Assistants with clear lesson objectives.

3. Admission Arrangements

Chamberlayne College for the Arts has an admissions policy, which meets the requirements of Southampton City Council Policy and DfE School Admissions Code (2015)

The Policy gives all pupils with SEN the same admission rights as any other pupil.

4. Facilities for Pupils with SEN

Chamberlayne College for the Arts welcomes pupils of all abilities and needs. The main building has wheelchair access to the ground floor and there is a disabled toilet on the ground floor. There is a disabled toilet and shower on the first floor.

There is a lift in the Mathematics and English block and the other buildings are single storey.

None of the current staff have formal qualifications for working with children with physical disabilities. LSAs have however worked with children with various physical disabilities and have received ongoing training e.g. Visual Impairment, Hearing Impairment, Physiotherapy and working with Specialist Teachers. All these interventions enhance the Pupils' welfare and well-being.

Parents who have concerns about particular types of special needs should contact the SENCo to discuss their child's needs.

5. Allocation of Resources

Chamberlayne College for the Arts receives funding via the LA for pupils with SEN.

The SEN budget pays for the staffing of the Learning Support Department. The Team receives an annual budget to purchase resources, including diagnostic tools and equipment for pupils with SEN.

The SENCo will ensure that Statemented pupils receive the support specified in their Statements, within the resources available.

6. Identification, Assessment and Review Procedures

Close liaison with feeder schools ensures that the majority of pupils with SEN transferring to Chamberlayne College for the Arts will have been identified.

All pupils who join the school will be screened on entry to Year 7. With regard to the Code of Practice (2014) all pupils identified as having SEN are placed on the SEN Register/provision map. This notes the stage and the area of need.

Parents are informed in writing that their child is included in the SEN provision map.

SEN pupils will have their progress reviewed throughout the year. At the review it may be decided to include, or remove a pupil from the SEN register/provision map.

All pupils at Chamberlayne College for the Arts are monitored through close liaison between the Head of Year, tutor, subject teacher and the Learning Support Department to ensure that any difficulties affecting or impeding their learning are identified and dealt with quickly and effectively.

7. Access and Entitlement

Chamberlayne College for the Arts aims to provide all pupils with access to full curriculum mainly by differentiating the curriculum and providing support for pupils with SEN.

The SENCo will ensure this aim is achievable by:

- Ensuring that all staff understands their responsibility to plan work that is appropriate for their pupils' needs, namely Quality First Teaching.
- Provision of in-class support for pupils with SEN, within the resources available.
- LSAs supporting pupils' learning by further explanation of concepts, reiterating tasks, helping in note taking and keeping pupils on task.
- Individual or small group sessions for pupils whose literacy/numeracy skills are impeding their access to the curriculum. Offering advice and support to staff.
- Close liaison with Heads of Year to encourage high expectations of achieving behaviour targets set for pupils whose emotional and/or behavioural problems impede access to the curriculum.
- Regular meetings of the Learning Support department to provide an opportunity to focus on individual pupils' needs when timetabling allows.

8. Links with External Support Services

The school has Service Level Agreements with local authority providers and also receive advice and support from:

The Educational Psychology Service
Specialist Teacher Advisers
Education Welfare Service
Integrated Youth Support (Connexions)
School Medical Officer and Nurse
Specialist Behaviour Team (SBT)
Behaviour Resource Service (BRS)
Bi-lingual Support Service (BLSS)
Fairbridge
Youth Offending Team (YOT)
Emotional Wellbeing Development Officer (EWDO)
Bettercare Centre
Child Protection Agency
YMCA Fairthorne Manor
Weston Youth Project
SVS Young Carers Project
Parent Partnership
No Limits
Barnados
CPSO links
SEN Panel

The Guidance and Learning Support staff are in contact with Social Services, Child and Family Guidance and a variety of voluntary and counselling services.

The School is supported by Southampton City Council Quality Services through Inspectors and Teacher Advisers.

The responsibility for contacting Support Services is shared by the Headteacher, SENCo and the Heads of Year in liaison with each other and parents.

9. Partnership with Parents

Chamberlayne College for the Arts recognises the importance of close partnership with parents. The school's ethos is one which actively engenders and encourages parents of pupils with SEN to work closely with the school to meet their child's needs.

The SENCo will:

- ✓ Inform parents of pupils identified as being on the Code of Practice.
- ✓ Invite parents to contribute to target setting and review meetings.
- ✓ Inform parents of individual support programmes and report on the pupil's progress.
- ✓ Attend parent consultation evenings.
- ✓ Invite parents of Statemented pupils to give a written contribution and to attend the Annual Review Meeting.
- ✓ Inform parents before any referral to an outside service.

10. Inclusion

Pupils with SEN are fully integrated within the school community. All pupils are members of mixed ability tutor groups and have registration tutor period, assembly and sports in these groups. The ethos of the school actively encourages all pupils to participate in extra curricular activities at lunchtime and after school. At break and lunchtimes pupils socialise freely.

11. Transition Arrangements

Feeder schools:

Meetings are arranged between the SENCo and the Special Educational Needs Co-ordinator of the feeder schools in the Summer Term preceding transfer. The needs of the vulnerable pupils are discussed to enable future planning to meet their needs.

All feeder school pupils have an opportunity to spend a day at Chamberlayne College for the Arts and the Learning Support Co-ordinator liaises with staff to ensure a sensitive response to identified SEN pupils.

Chamberlayne College for the Arts hosts and is represented at cluster meetings with primary feeder schools.

Post 16:

Planning for Statemented pupils begins in Year 9 with the completion of the Transition form as part of the Annual Review process. This is updated annually. All pupils with SEN receive advice from Integrated Youth Support (Connexions). The SENCo liaises with the Careers Service and Learning Support Department of Further Education to provide relevant information for pupils with SEN to ensure continuing and appropriate support at Post 16.

12. Evaluating the SEN Policy

Chamberlayne College for the Arts will evaluate its SEN policy by the following means:

- Through the Governing Body as part of its annual report on the implementation and success of the SEN policy.
- Visits by the SEN Governor to monitor the work of the Learning Support Department.
- Evidence of achieving the SEN targets set within the School's Development Plan.
- Measuring improvement in numeracy/literacy levels of identified SEN pupils.
- Reports and feedback from visits and inspections by LA Inspectors.
- Monitoring and tracking SEN pupils.

13. Staff Development

Chamberlayne College for the Arts is committed to and recognises the importance of INSET (In Service Training) for both teaching and non-teaching staff involved with pupils with SEN.

The aim of the SENCo is to ensure that all LSAs should have the opportunity to gain externally accredited qualifications. There is also an internal programme of training for all LSAs on topics identified through the day-to-day work of the department.

Staff training also happens informally through day-to-day contact and formally through curriculum development work with subject teachers to ensure lesson objectives are appropriate to pupils' needs and that planning includes appropriate differentiation.

14. Complaints Procedures

The first stage of the procedure for handling complaints will be informal discussion with the SENCo. If the complaint is not resolved to the satisfaction of either the parent or SENCo it will be referred to the Headteacher. If there is still dissatisfaction the matter will be referred to the Governing Body. If the Governing Body fails to provide a satisfactory response the matter will be referred to the LA.