



SPECIAL EDUCATIONAL NEEDS (SEN)

Contents

Introduction and Statement of Principles

Identification, Assessment and Reviews

Partnership with Parents and arrangements for considering complaints

Working Practices

S.E.N. Staffing Structure

Facilities and Provision

Staffing Rationale and S.E.N. Budget

Evaluating the Success of the Policy

Links with External Agencies

Appendix

1. Implementing the Policy
2. Roles and Guidelines for Staff
3. Guidelines for Support
4. Role of the SENCO

Introduction and Statement of Principles

The Special Needs Policy encompasses all areas of the curriculum and is integral to the special needs policies held by all the subject areas in the school.

It sets out the way in which the school works towards supporting pupils with special needs and our aims and objectives for these young people. The context at Cumberland means that teachers come into contact with several pupils with special needs in any given tutor group in any year group. There are always pupils with varying needs at different levels of the Code of Practice.

It should be accepted that these pupils are the responsibility of all teachers and the whole school should respond to this challenge. We believe that each pupil, regardless of ability, has a right to a rich and varied educational experience with the framework of a broad based curriculum.

The underlying principle which informs the school S.E.N. policy is that of INCLUSION; that all pupils are valued for what they bring into the school and they are entitled to take part in all that the school offers, in the most appropriate ways possible given the resources available.

We involve parents or carers and pupils themselves in discussions about any difficulties and plan appropriate action with them whether for the short or long term.

The Whole School Development Plan September 2010 – July 2013 places emphasis on several whole school issues regarding S.E.N. The specific points which are the responsibility of the S.E.N. team are:

1.1.2, 1.2.1, 1.5.6 Enjoy and achieve

2.1.1 Make a Positive Contribution

4.1.1, 4.1.2, 4.1.3 Stay Safe

Definition Of Special Educational Needs

We acknowledge that we have a broad spectrum of pupils with special educational needs and we aim to support pupils with learning difficulties and those who have emotional and behavioural needs, also those pupils with sensory and physical difficulties.

We also have a specialist provision for pupils with Autism.

A pupil has special educational needs if she/he has a learning difficulty which calls for some special educational provision to be made for her/him. A pupil has a learning difficulty if:

- a) she/he has a significantly greater difficulty in learning than the majority of the pupils of the same age.
- b) she/he has a disability that prevents or hinders the pupil from making use of the educational facilities provided for the pupils of the same age in the school.

Aims And Objectives Of The Learning Support Department

- 1) To maintain and develop school policies and practices on special educational needs and to actively involve all staff in their responsibility of meeting the academic and pastoral needs of pupils.
- 2) To support the development of the curriculum and assist in the provision of a broad balanced, relevant and differentiated curriculum.
- 3) To ensure that systems are in place to assess, review and monitor the individual learning needs of all pupils and to respond to their needs and raise their attainment levels in all subjects.
- 4) To liaise with outside agencies and parents when necessary and to co-ordinate their services and advise on or support the work of the departments within the school.

Procedures For Identification, Assessment And Reviews.

Identification.

The pre-requisite for all pupils with special educational needs is careful assessment and identification.

- 1) SENCO/Deputy SENCO, KS3 and S.E.N. team visit all feeder Primary schools in the Summer Term to discuss transferring pupils with special educational needs with their primary teachers. They are also invited to attend the Annual Reviews for pupils in Year 6 prior to transfer.
- 2) All Year 7 pupils are screened for literacy difficulties by the Learning Support Department.
 - 2.1) Cognitive Ability (C.A.T). Tests will be administered in the first month of Autumn Term. Results will be made available to parents. There is some targeted withdrawal for learning needs in Year 7.
 - 2.2) Observation and monitoring of pupils behaviour/learning difficulties is a continuous process undertaken by all staff. Concerns about pupils who have not been given additional support are to be passed onto the SENCO on a Referral Form kept in the staffroom. The SENCO notifies all relevant personnel.
 - 2.3) Pupils who are subsequent transferred to Cumberland are interviewed by a Deputy Head and the relevant member of the SEN team where necessary.

Assessment

Pupils with statements of special education needs have a support teacher allocated to them. The support each individual is given is determined by the provision set out in the statement or ERF funding. Priority is given to the core curriculum. Information regarding the needs for each pupil are given to each subject area at the beginning of each academic year. Support staff will keep regular records detailing their methods of intervention in order to provide effective monitoring of their progress.

Pupils who are a continuing cause for concern, and it is felt that despite intervention and support offered within the school, their needs cannot be met without outside help, will follow a procedure for a referral to outside agencies and a possible further assessment, as outlined in the stages recommended in the Code of Practice.

Pupils needs are identified through the Primary Liaison and Screening Procedures in the summer term. All parents of pupils at SA+/ST are invited to a coffee morning in the second week to discuss any identified difficulties.

Pupils on School Action are targeted by whole school interventions such as differentiation or mentoring.

If there is no progress, despite interventions and careful targets, the school may consult, along with parents, outside agencies. Some of the agencies may include:

- Educational Psychology
- Behaviour Support Advisory and Development Team
- Learning Support Development and Advisory Team
- Language Communication Interaction Team
- Language and Communication Service
- Speech Therapy
- Newham Service for the Deaf
- Newham Service for the Visually Impaired
- Child and Family Consultation Service
- Social Services
- Occupational Therapy
- Physiotherapy
- Child Development Centre

Sustained involvement from an outside agency places the child on School Action Plus and also requires an I.E.P. or a PSP.

Reviews

The Learning Support and Behaviour Support teams regularly review progress. There is a monitoring system for all pupils who receive additional support. Annual Reviews are scheduled throughout the year for pupils at ST, SA+ and ERF. Parents, pupils and appropriate agencies are invited to attend. Staff are informed through IEPs which are available on SIMs.

Pastoral Support and Individual Behaviour Plans

The Behaviour Support team will draw up pastoral support plan for some pupils. Pupils

with BESD as their primary category of need may be offered support via the Access to Learning Room and be subject to an Individual Behaviour Plan.

Care Plans

The school nurse will draw up a care plan for some identified pupils. These plans are available on SIMs.

Partnership With Parents

At Cumberland we aim to work closely and positively with parents/carers of children with S.E.N. They should be aware of the school's policy of support and are involved in all their planning stages. Parents/Carers will be consulted about their child's identified needs from the very first term at Cumberland. The process of review will involve parents/carers at every stage. The wishes of the parents/carers are viewed as a vital element in the information we gather to decide how best we can meet the pupils' needs.

There is a procedure for parents/carers to follow if they believe that the school or the LA is not providing the best support for their child. We hope that parents feel able to discuss with us any anxieties or concerns they have so that we can establish a proper partnership with parents/carers. Parents/carers can also use the advice and guidance of SPIN to help resolve any difficulties. Parents/carers will be supported through the processes that lead up to the formal assessment of their child so they are fully aware of their full rights and responsibilities.

Arrangements For Considering Complaints

The Governing Body will make the following arrangements for the treatment of complaints from parents of pupils with S.E.N. concerning the provision made by the school:

- (1) In the first place complaints will be directed to the SENCO.
- (2) If the complaint is not resolved to the satisfaction of the SENCO or parent it will be directed to the Headteacher.
- (3) If the complaint is not resolved it may be necessary - and parents have the right to ask for an examination of the complaint by the Governing Body.
- (4) The S.E.N. tribunal considers appeals against the decisions of the LA about a pupil's statement of S.E.N.

S.E.N. Tribunal
71 Victoria Street
London SW1

Tel: 0207 925-6925

Working Practices

It is obvious and regrettable that we cannot always provide the desirable levels of support and resources for all pupils with special needs. This places additional responsibilities upon the subject teachers and due to material circumstances classroom practices cannot always meet our ideals. All teachers should be aware of pupils who have statements of special needs and those within the levels of the Code of Practice by familiarizing themselves with the Learning Support Handbook and also through liaison with the SENCO and S.E.N. team. Copies of all I.E.P's are attached to pupils' files on SIMs.

How Do We Aim To Implement S.E.N. Working Practices

- by providing early identification of needs through standardised testing and cognitive abilities test and individual diagnostic assessments.
- by providing in-class support.
- by providing INSET for staff when necessary.
- by providing Alternative Accredited options at Key Stage 4 for pupils with SEN.
- by providing useful and informative I.E.Ps with SMART targets.
- by providing specific individual or small group support where deemed appropriate.
- to advise on and assist in the development of differentiated materials.
- by providing opportunities at lunchtime and after school to complete homework tasks with additional support and guidance.

Priorities For Allocation Of Support Continue To Be:

1. Pupils with very low scores on the standardized tests will form the Year 7 Nurture Pathway and will be considered for various other intervention schemes.
2. Pupils identified as requiring additional support.
3. Pupils unable to cope with specific subjects.
4. Areas where staff identify a need for support and advice.

Staffing Structure

The Staffing Structure within the S.E.N. Team involves Mrs Janet Bergin-Miah, SENCO. Teachers in the department hold specific roles; Mr Tom Webb, Deputy SENCO KS3, Mrs Katherine Webb, Deputy SENCO KS4, Mr Johannes Jordan, TiC ASDP and Mrs Adriana Martyr, ASD Mainstream.

There are a number of HLTAs and Teaching Assistants who work in a variety of approaches under the guidance of teachers who will also liaise to ensure all needs can be met.

Facilities And Resources

The building makes for excellent access to resources.

There are designated rooms for Learning Support, Behaviour Support and Resourced Rooms for Access and Mentoring. There is also a full time administration assistant.

Inclusive Education

All pupils with special educational needs are included in mainstream subjects with the exception of identified pupils who have significant global developmental delay, severe ASD or PMLD.

Staffing Rationale and S.E.N. Budget.

The S.E.N. policy views adequate staffing as the most valuable and effective support for implementing the policy into successful practice. We will seek to promote this through the management of the S.E.N. budget.

The budget is broken down into 2 areas:

- (1) Statement/ERF Pupils Funding for SEN.
- (2) SA+/ERF Pupils Funding for SEN.

Evaluating The Success Of The Policy

We consider all the following:

1. Evidence of pupil progress, monitored through the school's assessment and reporting procedures, through screening and diagnostic assessments and through external results.
2. Academic monitoring and Individual Education Plans.
3. For statemented/SA+ and ERF pupils; Annual Reviews and Transition Plan Procedures.
4. Post-school destinations of pupils.
5. Evidence of quality of teaching and the curriculum monitored through the school's appraisal and department review procedures through the Raising Attainment Plan.
6. External inspections i.e. Ofsted, LBN Health Checks, etc.

The Inclusion Centre [I.C.]

Pupils who require an exclusion of less than 4 days may be internally excluded under

the supervision of the Teacher In Charge of Social Inclusion and Community, Mr Jim Nuza, and the Behavior Support Team.

Referrals to this provision are decided via the referrals system.

The SENCO line-manages and resources the provision.

The Learning Support Centre [LSC]

Pupils who find it difficult to maintain attendance for a variety of reasons may be referred to the LSC. Pupils work with Teaching Assistants following the National Curriculum and are gradually re-integrated into mainstream classes.

Referrals to this provision are made via the SENCO Referral Form in the staff room. The SENCO line-manages and resources the provision.

Counsellor

Pupils who may benefit from this confidential service are referred through the SENCO for individual or group appointments with Kids Company staff.

Learning Mentors

Individual pupils who may require additional adult support to work 1:1 with them may be allocated a mentor.

Referrals to mentors are made via the Pupil Support Panel referral Form. The SENCO line-manages and resources the provision.

Links With External Agencies

The government's Every Child Matters vision for integrated working, which is embedded in the statutory framework of the Children's Act 2004, places a duty on local authorities to deliver integrated working. The London Borough of Newham has introduced the Common Assessment Framework (CAF) which is a single referral mechanism for integrated assessments. A lead professional from within the school will act as a single point of contact for parents, ensuring an action plan is delivered. The aim is to provide a comprehensive multi faceted assessment and to reduce overlap and inconsistencies. It is a lengthy and time consuming process and will have a huge impact on staff involved as all referrals to the support services must now be made via the CAF.

The advantages of using the CAF are many. It promotes a holistic needs assessment and the planning of proactive interventions. Most importantly it facilitates information sharing between agencies.

IMPLEMENTING THE POLICY

Date	Activity	Reason	Responsibility	Resources
Summer Term	Learning Support Co-ordinator visits Primary Schools	To discuss transfer of pupils with special educational needs.	SENCO	Weekly visits
Summer Term	Learning Support Co-ordinator to liaise with Year Co-ordinator for incoming Year 7	Information advice to ensure balanced tutor groups	SENCO - YC	5 hours
Summer Term	Initial Screening	Preliminary identification of literacy skills	Learning Support staff To assess all pupils below given baselines	12 hours
End of Summer Term	Review / Assessment of external support. Arrange timetables for next year.	Allocation of pupils with statements /SA+ and ERF	SENCO	6 hours
Autumn Term	Begin further assessment	Information of specific needs to all Departments	SENCO	Ongoing
End of Spring Term	Review of support team + timetables	Assess and review support attempts to offer balanced + effective support in all areas.	Learning Support Staff	3 hours
Ongoing	Annual Reviews of Statemented/SA+ ERF pupils identified in C.O.P.	Statutory requirements set objectives + individuals ensure needs are being met.	Learning Support Staff and outside agencies	1 hour per review (this does not include time involved in arrangements, write-up and admin).
Ongoing	Differentiation of materials	Giving access to curriculum for all pupils.	All Subject Teachers	
Ongoing	Individual Education Plans, PSPs/IBPs written and reviewed.	Requirements of Code of Practice as adopted by School S.E.N. Policy.	Learning Support Team	Department time
Ongoing	Updating and collating information for the S.E.N. Register	To inform all staff of levels of S.E.N need.	SENCO	Review time.

Roles And Guidelines For Staff

SENCO

Job Description - see Headteacher.

Subject teachers.

- be aware of information on pupils with S.E.N. - see Department handbooks, talk to Learning Support Department. Outside agencies.
- keep a record of pupils' difficulties in the learning support handbook. Specify them as
 - a) learning
 - b) reading
 - c) numeracy
 - d) physical and sensory
 - e) social development
 - f) emotional/behavioural
- ensure curriculum materials are suitable for the whole range of pupils.
- review worksheets and texts for legibility, readability and language content, differentiated sheets made available for least and most able.
- review classroom strategies used to provide best opportunities for learning.
- keep Schemes of Work up-to-date and relevant.
- initiate a cause for concern if appropriate, see Year Co-ordinator or S.E.N.C.O.

Form tutors

- be aware of pastoral needs of pupils identified as having S.E.N. through the learning support handbook, staff bulletins, briefings and pastoral meetings.
- talk to individual pupils be responsive to their anxieties about lessons/homework etc.
- check planners weekly and support their daily organisation.
- be sensitive to needs of pupils with learning difficulties. Read out letters, information etc. Be aware that some parents may also have reading difficulties.
- initiate a cause for concern with Year Co-ordinator or S.E.N.C.O.

Curriculum Managers

- responsible for implementing and monitoring S.E.N. policies within their curriculum areas
- responsible for new teachers to be made aware of 'identified' pupils
- responsible for keeping documentation up-to-date.

Teacher In Charge Of Subject Areas

- ensure materials are appropriate for whole range of pupils. Look towards building up a resource 'bank' of materials
- responsibility for departmental identification of pupils with S.E.N.

Review And Assessment Of Support

We need to review the effectiveness of support at regular intervals. A group can 'outgrow' the needs for support. If this happens support can be moved to another needy group. Any problems arising should be discussed between the two teachers involved before approaching the S.E.N.C.O

Effective support lessons are those who employ the learning support assistant from the beginning to the end of the lesson.

The Role Of SENCO

The role of the SENCO has altered radically with the arrival of the Code of Practice. The role of the Co-ordinator has been described briefly as:

1. A Managerial Function

- Interpreting legal requirements from staff, parents and governors.
- Overseeing the day-to-day operation of the school's S.E.N. policy.
- Co-ordinating the provision for children with Special Educational Needs.
- Maintaining the school's S.E.N. Register and other confidential documentation.
- Attending meetings, case conferences and other forums.
- Acting as a consultant to the school management team.

2. An Assessment Function

- Identifying children with Special Educational Needs in collaboration with staff, parents and other professionals.
- Administering and interpreting a range of assessment instruments.
- Monitoring progress of S.E.N. pupils and relevant records.
- Preparing “Individual Education Programmes”.
- Identifying general curriculum strengths and weaknesses.

3. A Prescriptive Function

- Processing IEP's
- Matching appropriate resources to individual need
- Costing and budgeting Special Needs delivery

4. Teaching/Pastoral Function

- Involved in Primary Liaison and transfer as early as possible involved in teaching Nurture Groups.
- Providing individual teaching and counselling as circumstances dictate.

5. A School-Supportive Function

- Supporting colleagues with advice, ideas, materials and techniques for use in class.
- Advising colleagues on ways of differentiating the curriculum to help pupils with specific needs.

6. A Liaison Function

- Liaising with parents and encouraging their equal participation in the educative process.
- Liaising with outside agencies and support services.
- Liaising with the governing body, in particular with the responsible governor.
- Liaising with S.E.N. link representative.

7. A Staff Development Function

- Responding to staff needs and the initiation of development programmes.
- Disseminating information, knowledge and research pertaining to special needs.

8. A Collaborative Function

- Collaborating with S.E.N.C.O's in other schools locally to facilitate joint policies, the maximisation of expertise and equipment, in-service training and other co-operative ventures.
- Facilitating the transfer of S.E.N. pupils between the different phases of schooling.