



JOHN RUSKIN SCHOOL
Special Educational Needs (SEN) Policy

1 Introduction

This school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have learning needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

Teachers take into account in their planning a student's special learning needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of schools life.

2 Aims and objectives

2.1 The aims and objectives of this policy are :-

- To identify students with special learning needs as early as possible;
- To create an environment that meets the special needs of each student
- To ensure all students have equal access to a broad, balanced and differentiated curriculum;
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To encourage students to be fully involved in their learning
- To make clear the expectations of all partners in the progress and provision of special needs;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

3 Roles and Responsibilities

3.1 In this school provision for students with special educational needs is the responsibility of all members of staff.

3.2 Mrs C Pursell the Special Educational Needs Co-ordinator (SENDCo) is responsible for co-ordinating the learning support policy. The main duties of this role are:-

- Overseeing the day-to-day operation of the school's learning support policy
- Liaising with and advising teachers
- Co-ordinating provision for students with special learning needs
- Overseeing the records on all students with special learning needs
- Liaising with parents of students with special learning needs

- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's LA support and educational psychology services, Inspira PA, health and social services and voluntary bodies.

3.3 The Learning Support Manager (Mrs Colagiovanni) will:

- Oversee the day-to-day running of the learning support department
- Oversee the appropriate deployment of teaching assistants
- be responsible for the review and writing of student support plans for KS3
- contribute to liaising with and advising teachers
- contribute to liaising with external agencies and parents of students with additional needs

3.4 Mrs S Stergiaki (Pupil Premium advocate) will:

- Review and write support plans for KS4 students
- Contribute to liaising with and advising teachers
- Contribute to liaising with external agencies and parents of students with additional needs

3.5 Mrs Pursell will:

- Oversee the writing of support plans and will have responsibility for those of students with an Education, Health and Care Plan

3.6 Mrs Hodgson (exam access arrangements co-ordinator) will

- Assess students for special examination access arrangements
- Liaise with parents regarding special access arrangements
- Co-ordinate with the examinations officer to arrange appropriate support for students who qualify for support
- Inform staff of students who qualify and how they are supported during exams

3.7 The Governing Body does its best to secure the necessary provision for any student identified as having additional learning needs. The governors ensure all teachers are fully aware of their responsibility towards students with additional learning needs. They consult the LA and other schools, when appropriate, and report annually on the success of the school's policy for provision for students with additional learning needs through the analysis of GCSE results.

3.8 The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with additional learning needs. The admissions policy has due regard for the guidance in the Code of Practice.

4 Educational Inclusion

4.1 At this school we respect the fact that students :-

- Have different educational aspirations and behavioural needs
- Require different strategies for learning
- Learn at different times
- Require a range of different teaching strategies and experiences

4.2 Teachers respond to students needs by:-

- Providing support in all curriculum areas
- Planning to develop students understanding through the use of all senses and experiences
- Planning for students' full participation in learning, and in physical and practical activities
- Planning for students to manage their behaviour, enabling them to participate effectively and safely in learning
- This policy ensures that teaching arrangements are fully inclusive. The majority of students will

have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as the additional literacy support, reading intervention or a social skills programme

5 Information about the school's policy for identification, assessment and review for all students with learning support needs.

5.1 In addition to the points made in 4.1 – 4.3, the SENCo will work with all staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as early as possible.

5.2 The progress made by all students at this school is regularly monitored and reviewed. The school does not formally identify students as having additional learning needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.

5.3 Students who are not making adequate progress may be identified as having additional learning needs. However there may be other reasons for lack of progress (eg changes in personal circumstances, inconsistencies in staffing) and they should be taken into consideration and where possible, acted upon.

5.4 Class teachers and form tutors consult with the SENDCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a student's progress. The triggers for concern are described in the SEN Code of Practice 2015 P.94

5.5 Additional support is provided through Monitor status. This is where a child is identified as having some additional learning needs. This will be reviewed regularly through the school's data collection points. Staff are made aware of any learning difficulties and strategies are offered as to how to support these students. These are recorded on the Learning Support Register.

5.6 The Learning Support Manager will consult with staff, students and parents as to how support can be offered.

5.7 Strategies will be reviewed and adjusted as appropriate to enable a judgement to be made about its effectiveness.

5.8 Strategies for support include:-

- Individual and small group tuition for students with specific learning difficulties
- Withdrawal of small groups in order to work on particular skills
- Classroom support
- Enhanced access to IT for students with SEN
- Reading partners
- Reading nurture groups
- Opportunities to work to students' strengths will be sought and used whenever possible.
- Extra classroom support by volunteers
- Reading Intervention programme
- Dyslexia programme
- Access to Alternative Curriculum Extension (ACE) learning programmes (SLF), or at Key Stage 4, extended work experience

5.9 If we have evidence that a student is making insufficient progress despite reasonable support available to all students, the SENCo may seek further advice from external specialists from the LA. These consist of professionals, including specialist teachers educational psychologists and educational administrators. The SENCo will keep parents and students fully involved and informed about any proposed interventions.

5.10 The range of support for students may be necessarily more intensive.

5.11 Students with an EHCP will, in addition to the on-going review of their progress and specific support through their Individual Education Plan, be reviewed annually. A report containing recommendations will be provided for the LA which will consider whether to maintain, amend or cease the EHCP, using the procedures described on page 194 of The SEN Code of Practice, 2015.

5.12 This school will liaise with the receiving school when a student with special needs is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer. Where appropriate an enhanced transition will be implemented.

6 Allocation of Resources

6.1 The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with statements.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The headteacher the SENDCo, Learning Support Manager and the learning support team meet at least termly to agree how to use funds, including those directly related to EHCPs.

6.4 The effectiveness of the resources for additional needs will be monitored as part of the on-going process of self-evaluation in school.

7 Access to the Curriculum

7.1 All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to :-

- Understand the relevance and purpose of learning activities,
- Experience levels of understanding and rates of progress that bring feelings of success and achievements.

7.2 Teachers use a range of strategies to meet students' special learning needs. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning.

7.3 IEP's contain a small number of specific targets, preferably limited to three, designed to enable the students to progress. All students who have a statement / EHCP or are at school action plus will have an IEP. Students will have learning strategies identified on the Learning Support Register.

7.4 Wherever possible we do not withdraw students from the classroom; this reflects the school's acknowledgement that all students have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the students to work in small groups outside the classroom, and individually for example: Reading Intervention, dyslexia courses or specific literacy or numeracy intervention.

7.5 The SENDCo and Learning Support Manager meet at least half-termly to review the learning support provision. The headteacher/SENDCo and the named governor with responsibility for additional needs hold termly meetings.

8 Complaints procedures

8.1 The school's complaint procedures are set out on the school website or is available on request, from the school office. In the first instance, if a parent is unhappy with a situation then they should contact the form tutor or the learning support manager. It is expected that most complaints will be resolved at this point.

8.2 Under the SEN and Disability code of practice 2015 parents can request the services of an independent disagreement resolution. The SENDCo will provide more information about this upon request.

9 Staffing and Partnership

9.1 The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to NQTs and new members of staff by the learning support manager, and when necessary, the SENCo, as part of their induction.

9.2 The SENDCo, in consultation with the staff development officer will provide training through the INSET programme to ensure all staff are fully informed of relevant learning support issues and procedures within school.

10 Partnership and Parents

10.1 Class teachers/form tutors work closely with parents throughout their child's education. Parents should in first instance contact the class/form teacher in case of any concern or difficulty.

10.2 The school provides information about the Parent Partnership service to all students with special educational needs on request. Our local Parent Partnership Co-ordinators are based at the Nan- Tait Centre in Barrow-in-Furness and can provide independent support and advice. Further information can be found on the CCC website.

10.3 At all stages of the SEN process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

11 Links with other schools

11.1 The SENDCo / learning support manager liaises with the SENDCos of our feeder primary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Year 6 students or sooner if necessary. For a few students with EHCPs this liaison may begin as early as Year 5.

11.2 If a student has an EHCP the SENDCo would expect to be invited to the transitional review when the student is either in Year 5 or Year 6. At this point the desire/necessity of enhanced transition will be discussed.

11.3 When students move to another school their records are transferred within 15 days of

ceasing to be registered at John_Ruskin_School.

12 Links with other agencies

12.1 The school works with the LA's Support team when identifying, assessing and making provision for special learning needs students.

12.2 The named officer(s) for our school are to be found on the CCC website

12.3 Arrangements are for working in partnership with other agencies include:

- Liaison with Inspira PA
- Speech and language therapist contributes to the review of students with speech and language difficulties if necessary
- Access to / consultation with the Educational Psychologist
- Termly meetings with South Lakes Feberation SENCO consortium
- Monthly meetings with South Lakes Federation Inclusion Advocates

13 Success Criteria

The success of this policy is judged against the aims set out above. The Policy is reviewed annually and the Governing Body's Annual Report will comment on its implementation.

Signed:

(Headteacher) _____

(Governor) _____

Date September 2019

Review Date: September 2020