

Graveney School Special Educational Needs Policy

IMPLEMENTATION, MONITORING AND REVIEW

Implementation of this policy is assured through the work of a dedicated SENCO who liaises with all school based staff and external agencies, including Wandsworth SEND department. Monitoring takes place in a number of ways including review of books by HODs (Head of Departments), HOYs (Head of Years) and SLT (Senior Leadership Team), monitoring work in the classroom via learning walks, line manager reviews of the SEND department, relevant data from other department TEIM (Team Evaluation Improvement Meeting) documents, SEND TEIM input, analysis of RAISEONLINE and exam performance data and visits by the nominated SEND governor.

The policy itself and its implementation is reviewed annually by the governors' Curriculum Committee and through visits to the school by the nominated governor.

NOMINATED GOVERNOR

The nominated governor is Ian Parkes (Chair of Curriculum Committee and Vice-Chair of Governors).

REVIEW DATES

Last reviewed in February 2015, and again in May 2015

Next review date spring term 2016.

SIGNED _____ DATED _____

Graveney School Special Educational Needs Policy

This policy should be read and understood in conjunction with the Equalities Statement, Anti-bullying policy and the Disability policy of the school.

All teachers are teachers of SEND (Special Education Needs and Disabilities) at Graveney School and we work towards full inclusion of all pupils. The school is committed to ensuring that pupils with SEND fulfil their potential and leave school ready for the transition into adulthood.

Definition of special educational needs

In this policy SEN refers to a learning difficulty or disability that requires special educational provision. The SEN code of practice (2014) says pupils have SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Graveney School we support and value the abilities and contributions of all our pupils. We see it as our duty to provide equal opportunities for every pupil in our care. We aim to provide a safe and well-equipped learning environment, which caters to the needs of every individual.

Aims

- To provide every pupil with a broad balanced curriculum.
- To identify the needs of pupils in order to support academic progress.
- To provide a safe positive and supportive environment.
- To ensure that adults working with SEN students understand that they may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others and that they are trained in how to respond should they identify particular signs of vulnerability
- To provide an opportunity for all pupils to develop self confidence and self-esteem with a positive view to transition into adulthood.

Objectives

Identify the needs of the pupils;

- Maintain close links with Primary Schools.
- SENCo/Deputy SENCo (Special Educational Needs Co-ordinator) attends Y5 transition meeting for parents with children with Statements or Educational Health Care Plans (EHCP).
- Key workers attend the Annual review of any pupil entering with a Statement or EHC Plan.
- In addition we use our Primary Secondary transfer procedures to ascertain as much as possible about the needs and abilities of pupils with Special Needs Support (SS).
- We use this information, in combination with expected SATs results, to decide which classes pupils with SEND should be placed in.
- Most pupils are identified in Y7, but if new concerns arise at any stage, staff alert the SENCo via the SEND referral procedure.
- Results of internal examinations and assessments are also used to identify pupils who are not making the expected rate of progress.

Assess the needs of the pupils;

We use a range of assessments to gather detailed information on pupils who may need support at SEN Support level, which is additional to or different from the teaching for the whole year group. All Y7 pupils are screened for Spelling and Reading difficulties and those identified may sit further diagnostic tests to help us match provision to need. In addition CATs scores (measuring cognitive ability and potential) are scrutinised to alert us to pupils who may be underachieving due to specific learning difficulties.

Provide for the needs of the pupils;

- Individual Education Plans (IEPs), which include personal targets, are prepared for all pupils with statements of SEN or EHC plans. Pupils with Special Needs Support have either a pupil passport or personalised targets set as part of the whole school target setting process. These are reviewed and updated twice yearly.
- There is a key worker who is a member of the learning support department for each pupil with a Statement or EHC plan. The key worker has responsibility for planning provision for these pupils, in liaison with other staff and other agencies.
- Some pupils are placed in the support band which is a class with a higher teacher pupil ratio. In addition, the class benefit from some double staffing and additional LSA (Learning Support Assistant) support.
- Other pupils with statements or EHC Plans have needs which are best met in other bands and have LSA/LST (Learning Support Teacher) support in class and weekly contact with their key worker.
- Pupils at SEN support receive a variety of provision. This includes targeted LSA support in class and short courses aimed at improving spelling, reading, handwriting, revision and study skills as well as group work to improve social skills and behaviour.
- This focus on supporting pupils to achieve highly continues in this manner through Years 8 and 9. At Key Stage 4, those pupils for whom the full range of GCSEs is not appropriate have personalised timetables. This allows for extra Maths and English support to be given. Pupils have access to learning support teachers, LSAs and learning mentors. They also have access to one to one support from Garratt Park outreach service where applicable and all statemented pupils have access to a Wandsworth Connexions officer to help plan for smooth transition into adulthood.
- Some pupils require particular exam access arrangements for example extra time, reader/scribe. This provision begins in Y9 where detailed and objective assessment is required from our in house specialist teacher.

Review and Evaluation of Pupil Progress and Wellbeing

Pupil progress is reviewed and evaluated through tracking on SIMS and via their (Individual Education Plan) IEP. Provision is adjusted appropriately. Results of assessments carried out pre and post short term interventions are used to evaluate their effectiveness and plan for future support.

Pupils with SEND are expected to make progress against curriculum levels, gain GCSE results and go on to study either A levels, BTEC courses or level 2 beyond the age of sixteen in education, further education or the workplace. In addition pupils with SEND are encouraged to make a positive contribution to the wider life of the school and often achieve significant success.

The Department reports termly on developments to the Governors' Curriculum Committee which has a responsibility for monitoring the progress and provision for pupils with SEND.

The SEN department works with all staff in the school to spread good practice.

All staff can access;

- The Graveney school SEND policy

- The SEND register
- Information on individual pupil's special needs to include IEPs
- Practical advice, teaching strategies and information about types of special needs and disabilities.
- Information on SIMS of individual pupils.
- Current legislation for SEND.
- Regular meetings are held with SEND representatives from all departments and learning support teachers are available to advise on meeting the needs of particular groups of pupils or individuals such meetings to include a review of pupil wellbeing in the context of the indicators of vulnerability which can be found in the Child Protection procedures
- The SENCO works closely with the Heads of the English and Maths departments to plan provision for pupils who are making slower than average progress
- Learning support teachers work with subject specialists to plan and deliver small group or in class support.
- Mrs M Robertson (Head of Lower School) line manages SEND.

Graveney School is fully committed to working closely with parents and pupils in this process. LST Key workers aim to secure an excellent working relationship with parents and carers through regular e-mails, telephone conversations and face-to-face meetings. Either the SENCO or the Deputy SENCO attends every parent evening throughout the year. The views of both parents and pupils are sought and included when setting targets at the Annual Review process and in the writing of IEPs.

Working with external agencies;

The department works with a range of external professionals who provide advice, assessment information, training and resources. We have a designated Educational Psychologist and also currently buy in to the top up programme. The EP may work with individuals, small group of pupils, their parents and teachers. Advice and training may be given to Learning Support assistants. The hearing impaired and visually impaired services monitor and advise on relevant pupils so that they can fully access the curriculum. Garratt Outreach Service work with the department and other subject staff on advising and delivering packages of support to pupils with ASD. Speech and language Service – this offers direct work with individual pupils or groups of pupils, training for staff and for pupils. The ADHD works closely with us to advise and support pupils with ADHD/ADD. We work closely with CAMHs (Child and Adolescent Mental Health Service) to ensure pupils are assessed, diagnosed and supported. We also work closely with hospitals and other specialist services to ensure pupils with physical difficulties can have as full access to the curriculum as possible. Social Services, School Nurse and educational Welfare services are also consulted.

Complaints

In the first instance, if a parent or carer has any concerns or complaints regarding the welfare of their child, an appointment can be made with the SENCO and/or the Head of Lower School, who has responsibility for SEND and inclusion matters. Parents can also be assigned to Parent Partnership for impartial advice. If the complaint cannot be resolved through this informal route, it will be escalated using the school's policy on dealing with complaints (Your suggestions and Complaints) which can be found on the school website.