

SAWSTON VILLAGE COLLEGE

Policy on Assessment of and Provision for Pupils with Special Educational Needs

1. PRINCIPLES

- 1.1 Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take responsibility within the school.

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving this.

2. AIMS

- 2.1 Pupils with SEN and their parents will be engaged in an active partnership with the College.
- 2.2 Opportunities will be provided for pupils with SEN to maximise their potential.
- 2.3 Support for pupils with SEN will be co-ordinated across the College.
- 2.4 The inclusive ethos of the school will be reflected in practice.

3. ROLES AND RESPONSIBILITIES

- 3.1 Nikky Parker is the school's SEN Co-ordinator. She has responsibility for the day-to-day operation of the SEN policy and the management of the Student Centre team. She co-ordinates the educational provision for pupils within the school. Non-contact time is allocated for administrative work, liaison with parents, outside agencies and review meetings. ICT is used to support with the administrative nature of the role.
- 3.2 Jan Moore is the Learning Support Teacher.
- 3.3 There is also a large team of Teaching Assistants.

4. ADMISSIONS POLICY

The current admission policy of the governors makes no distinction as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a statement of special educational needs, the Special Needs Co-ordinator will work closely with the OCYPS named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has special educational needs.

5. SPECIAL FACILITIES

All areas of the school are accessible by wheelchair except for food technology. There are three disabled toilets and a treatment area for physiotherapy, which includes shower facilities.

- 5.1 The Student Centre has been developed as a base to support all students who may be experiencing difficulties in school at any time. The support team has particular expertise in literacy support, counselling and behaviour management and runs social skills and personal development groups as required. The school has access to behaviour support teachers from the Secondary Behaviour Support Service for 2 days per week, who work with individuals and small groups of students.

6. IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS

- 6.1 Screening of all students prior to entry endeavours to identify SEN at an early stage. Information and Key Stage 2 data for Year 7 students is gathered from liaison with primary schools. On entry, all pupils undertake the MIDYIS test and reading and spelling tests which are used by the SEN department to highlight discrepancies in pupils' skills and areas of weakness.
- 6.2 Casual entrants are screened through admission interviews, information forwarded from previous schools and other testing by the department on entry where appropriate.
- 6.3 Concerns about pupils identified by parents, teachers, TAs, HOYs or outside agencies will be referred to the SENCO. Information is then gathered, assessment undertaken and, if appropriate, the student will be placed on the SEN register. The details of the students needs are recorded in line with the Code of Practice under School Action or School Action Plus.

The graduated response to SEN

School Action (SA):

- * When staff identify a pupil as having SEN, teachers, in collaboration with the SENCO, devise interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum.
- * The teacher remains responsible for the planning and delivery of the IEP, which will usually be devised at this stage. The SENCO leads the monitoring, reviewing and planning for the future.

School Action Plus (SA+):

- * The SENCO and teaching/pastoral staff, in consultations with parents, request help and receive advice from external services.
 - * Additional or different strategies are provided using the advice given.
 - * The SENCO takes the lead in a any further assessment, planning future interventions and monitoring and reviewing action taken.
- 6.4 All SEN students at School Action or School Action Plus have an Individual Educational Plan (IEP) to help meet their needs.
- 6.5 Students identified as having special needs are monitored by the department and/or their Head of Year and where appropriate, assessed formally each term. The IEPs are reviewed twice a year with pupil and parents.

7. WORKING IN PARTNERSHIP WITH PARENTS:

- 7.1 Sawston Village College values working in partnership with parents. Parental permission is gained before referrals are made to other agencies for support and the view of parents is sought at all levels of assessment and provision. We acknowledge the importance of parental knowledge and expertise in relation to their children. Where pupils are newly identified as having SEN, parents are informed about the Parent Partnership Service and other voluntary groups.

8. PUPIL PARTICIPATION

- 8.1 The whole school ethos at Sawston Village College encourages and supports pupil participation. Pupils with a statement of SEN are accordingly invited to their Annual Review meeting alongside parents, relevant TAs and external agencies.
- 8.2 Pupils are encouraged to take part in the decision making process and their views are valued.

9. INCLUSION

- 9.1 Students with SEN are supported for part of their timetable within the mainstream classes.
- 9.2 Pupils at all stages of SEN may be withdrawn for small group or individual tuition.
- 9.3 Behaviour support teachers work weekly with pupils with EBD/ADHD.
- 9.4 A small number of pupils may follow a modified timetable, sometimes including work experience placements at Key Stage 4, if their learning or behaviour needs cannot be met in the mainstream curriculum.

10. EVALUATION OF SUCCESS

The governors will evaluate the success of this policy of the school by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

In particular the governors will come to judgements about:

- * the views of parents as registered in the annual parental questionnaire
- * the effectiveness of the graduated procedure in meeting needs
- * how well pupils with special educational needs take part in the whole curriculum of the school
- * how independent pupils with special educational needs become
- * how pupils with special educational needs take responsibility about the school
- * how resources have been allocated to and between pupils with special educational needs
- * details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists

The governors observations on the above matters will form the basis (together with the legally required financial information) of the special needs section of the annual report to parents.

11. COMPLAINTS PROCEDURE

- 11.1 Complaints about the special education provision for pupils will initially be handled by the SENCO in line with the Code of Practice. If the matter cannot be resolved at this stage it will be referred to the Principal. If it remains unresolved it will be handled via the College's complaints policy.

12. STAFF TRAINING

- 12.1 Inset regarding SEN issues is provided for staff by the SENCO when necessary.
- 12.2 The SENCO provides training on inclusion for ITT students seconded to the school and for the University of Cambridge on inclusion.
- 12.3 The SENCO and members of the Student Centre team have opportunities to attend training organised internally, by external agencies and the LEA.

13 SUPPORT SERVICES AND OUTSIDE AGENCIES

There are a number of agencies involved in the support of SEN students.

Regular contact is made with:

Educational Psychology Service
Educational Welfare Service
Student Support Service
LEA Student Assessment Officers
Family Support Worker
Brookside Family Therapy Service

As appropriate, contact is made with:

Occupational Therapy
Hearing Impaired Unit
School Medical Unit
Community Nurse
Speech and Language Unit
Primary Support Service
Social Services
Education for Looked After Children
Parent Partnership Service
Connexions

14. TRANSITION ARRANGEMENTS

- 14.1 SEN information on pupils who leave to attend another school between Year 7 to 11 is forwarded along with the school file to their new school.
- 14.2 14+ reviews for students with statements are held in Year 9 to plan the transition from Key Stage 3 to Key Stage 4 and to look at possible post 16 needs.
- 14.3 Liaison takes place between staff of further education Colleges in the Summer Term of Year 11.