



# **Lincoln Christ's Hospital School**

## **Special Educational Needs (SEN) Policy**

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## **Introduction**

This policy document is designed to outline the general principles behind Learning Support within LCHS. It will not detail staffing, resources or educational provision which regularly change to meet the school's needs. Those details are available to Staff and Governors via the Department Handbook and can be explained to parents on request and where appropriate.

Lincoln Christ's Hospital School believes that each student should have access to a broad, balanced, relevant and differentiated curriculum enabling all to achieve their full potential.

Each student will be offered the support they need to:

- be healthy
- be safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing.

Recognising the issues outlined in the Disability Discrimination Act 2005 and the new SEN Code of Practice 2014, the school reflects the desire to include students, wherever possible, irrespective of any disability or learning difference. We work closely with parents, medical services and external agencies to ensure access to all appropriate facilities and support to meet students' special needs.

**“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.**

NASEN Mission statement

This policy outlines the nature and management of Special Educational Needs at Lincoln Christ's Hospital School.

It reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body in 2007, a revised in 2010 and again in 2014.

The implementation of this policy is the responsibility of the Headteacher and all teaching and support staff.

## **Objectives**

The objective of this Special Educational Needs Policy is to improve learning and teaching in order to raise the achievement of students with learning differences.

The school seeks to develop an inclusive curriculum by:

- setting suitable learning challenges for all students
- responding to students' diverse learning needs, and
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Every student is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

DfES Code of Practice 2014.

The Code of Practice revised in 2014 states:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age,*

*or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

The Code of Practice goes on to give a more detailed definition of SEN and identifies that many students during their time at school might experience difficulties, long or short term, and that these could encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas

Most children with SEN will not be disabled under the terms of the Disability Discrimination Act 2005 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN.

Our policy aims to meet these difficulties by:

- identifying students with SEN
- involving students in their own target setting and review processes
- enabling all staff to meet identified student needs
- making the curriculum accessible to all students through recognising the need for differentiation and employing a range of teaching and learning styles
- working closely with parents and outside agencies
- catering for SEN students mainly in the mainstream class, but recognising that some students may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

Reference is made to the Special Educational Needs Code of Practice (2014). Guidance is also provided by the LEA's SEN Handbook and Local Offer.

## **The School's Provision for Special Educational Needs**

The Special Educational Needs Co-ordinator (SENCo) is Sue Samson (at present 0.6 of her timetable is allocated to the implementation of SEN policy and practice in school).

The SENCo is responsible for:

- writing and reviewing the SEN policy
- overseeing the day to day implementation of the SEN policy and resources
- identifying, monitoring and reviewing students' needs with teachers, parents and support staff and with the students themselves
- maintaining the SEN register
- maintaining all SEN records, including the individual student files
- co-ordinating provision for students with SEN
- setting up and monitoring in-class support and withdrawal programmes (e.g. basic literacy)
- teaching and assessing individuals and groups of students
- liaising with colleagues in mapping provision and students
- monitoring and reviewing Profiles and statement targets
- organising and attending annual reviews of statements
- liaising with parents, outside agencies and other schools
- administering submissions for special arrangements for statutory testing
- acting as Line Manager to permanent and temporary teaching assistants involved with supporting SEN students
- acting as Performance Manager for all permanent and temporary teaching assistants involved with supporting SEN students, or to be aware of their Performance Manager
- managing and contributing to professional development of colleagues in areas of SEN support
- implementing the school grievance procedures in cases of staff failing to provide appropriate SEN provision
- advising on all aspects of SEN with regard to differentiation, teaching and learning styles, and resourcing
- advising the Head Teacher and staff on pertinent SEN issues
- liaising regularly with the Governing Body, through the SEN Governor and Curriculum and Standards Committee.

Class teachers are responsible for:

- identifying students who require extra support in class, raising initial concerns, and consulting the SENCo for advice and support (also part of the monitoring role of subject leaders)
- differentiating activities for all students, including more or less able children

- contributing to students' Profiles and implementing teaching strategies in class
- monitoring individual progress
- supporting teaching assistants in their classroom duties
- meeting with parents and outside agencies when appropriate.

Teaching assistants will support the teacher and student by:

- implementing an individual or group of students' access to the curriculum and facilitating progress
- encouraging and promoting student independence
- liaising with teachers and the SENCo, giving feedback and suggesting development
- working with individual or groups of students (e.g. reading support)
- carrying out specific booster teaching programmes (e.g. Additional Literacy Programme)
- helping to prepare resources and adapt materials
- attending planning and review meetings as appropriate.

The Governing Body will ensure that:

- the SEN policy is implemented fully
- the success of the SEN policy is reported annually
- a named governor for SEN is appointed.

Early action is considered best practice for students who need further consolidation or support prior to placement on the SEN register.

Students on the SEN register may receive extra support from a teaching assistant, in a group or as an individual. If an individual student receives one-to-one support through statementing provision, there might be occasions when that child is helped through group support as part of his/her learning programme.

Where a student's needs require more than the normal differentiation/intervention strategies planned and delivered in class, a PROFILE will be drawn up, which sets out individual targets for the child in identified areas of the curriculum.

A PROFILE works from a positive starting point of what the student is able to do, and will have strategies aimed at small, achievable steps built into it to ensure success.

Arrangements are made for students with SEN when taking statutory tests. These include a reader, scribe, additional time etc; in line with government assessment policy.

The SEN base in school is the Guidance Centre. The SENCo, teaching staff and teaching assistants use these for specialised teaching, and for meetings and assessments, and they are also a resource base. Student records are stored in the Guidance Centre.

When children leave the school, all SEN records are sent on to the new school. The SENCo makes contact with the receiving school's SENCo to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at that school.

Once students have been identified as having SEN, the staged process as set out in the Code of Practice (2014) is put in place.

The SEN register is a working document which is updated regularly by the SENCo and accessible to all staff on the shared 't' drive.

Any child causing concerns which require no further intervention at the time is placed on the 'concern' list on the register. This also lists children who have been taken off the SEN register, and those receiving booster support but not on the SEN register.

### **Identification and Assessment**

Students are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer, liaison will be made with the appropriate agencies.

If a teacher refers a student to be added to the SEN register, a Learning Support referral form is used to record suspected problems, action taken prior to going on the SEN register, and strategies now adopted in class as part of early SEN intervention. A separate form is used for referral for Exam considerations.

Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. A letter is sent out confirming this action. Parents are then updated on their child's progress, through normal school reporting procedures and additional SEN contact (where appropriate) and are involved in supporting the child at home.

Outside agencies which may be involved with a student are:

- Educational Psychology Service
- Speech and Language Therapy Service
- Emotional and Behavioural Support
- Sensory Impaired Service

- Social Services/ Child Protection
- School Medical Service
- Child and Adolescent Mental health Service
- Family GPs
- Autism Outreach
- Dyslexic Outreach
- ICT Outreach
- Physiotherapy Service
- Occupational Therapy
- Educational Welfare Officer

If a child is recommended for statutory assessment as a result of a review meeting, the SENCo completes the Area Referral Meeting (ARM) paperwork and submits it to SEN services, Lincoln. If a decision is made to instigate statutory assessment, the above support in school continues, and a Multi-Disciplinary Assessment (MDA) takes place in line with current legislation.

A student with a statement for SEN may be granted additional funding equivalent to one-to-one support. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support.

Other SEN funding may come from:

- notional SEN budget
- supplementary funding from the main school budget.

The current SENCo's salary is paid through the formula allocation from the main school budget.

Students are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Students with statements are expected to attend their annual reviews.

Triggers for SEN concerns may include:

- Lack of progress in acquiring literacy or numeracy skills
- Poor short term memory
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties

- Communication problems
- Behavioural problems
- Delayed physical development

#### Low self esteem

- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour/Over-anxiety
- Lethargy
- Neglected appearance
- Toileting problems
- Obsessive behaviour/nervous tics/habits
- Attendance problems
- Child protection issues
- Family problems – family break ups, bereavement

Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by GPs to the Child and Adolescent Mental Health Service (CAMHS).

Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is largely ramped and has medical and disabled toilet facilities. In line with current recommendations, the school is drawing up an Accessibility Plan, which contains short and long term targets to ensure full provision for all students, regardless of SEN and/or disability.

The SENCo/Deputy SENCo will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.

Regular updates on SEN are given to the Curriculum and Standards Sub-Committee of the Governing Body via the SEN governor and SENCo, where appropriate.

Discussions on concerns about SEN students are regularly on the agendas for teaching assistants' meetings.