

WHOLE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS (SEN)

1. OBJECTIVES OF THE SPECIAL EDUCATIONAL NEEDS POLICY

St Michael's Church of England High School and Performing Arts College is committed to offering quality education within a Christian context. The basis of values and attitudes regarding all members of the School community is Christ's life and teaching. All members of the School community are recognised as unique and of special value in God's world.

Within this context the School seeks to educate all pupils including those with Special Educational Needs, by recognising individual needs, talents, gifts, circumstances, difficulties and disabilities (1996 Ed A). The school has a clear statement expressing curricular aims for all pupils. The entitlement of SEN pupils to a fulfilling and meaningful education with equal opportunity to achievement and participation across a broad balanced curriculum, including the National Curriculum, is implicit (ERA 1988). Entry to external assessments and examinations, commensurate with ability will be available to SEN pupils (Amended Disability Discrimination Act Sept 1st 2007).

Parental involvement will be sought and valued since the school believes that partnership with parents is central to the successful education of all pupils (1994 Ed A CoP).

The school recognises the importance of early identification and intervention in order to address the needs of all pupils. This will be addressed through careful assessment and diagnosis of results, which will then be used to consider the individual requirements of our SEN pupils. The needs of pupils can then be considered with regard to The Code of Practice for the Identification and Assessment of Special Educational Needs (2001). We acknowledge that all staff continue to have responsibility for pupils who are experiencing SEN.

The SENCO liaises regularly with the designated SEN Governor, Mrs Jackie Scott, to ensure that the Governing Body is informed regarding the needs and progress of all pupils on the SEN Register.

Throughout this policy St Michael's endeavours to adhere to the principals and advice written within DFE circular 6/94 and Code of Practice 2001. The seventeen points addressed will be given the highest regard.

2. NAME OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

The Learning Support Curriculum Leader/SENCO at St Michael's is Mrs J Farrow who works closely with Mrs L Merrington, Assistant Head, Line Manager, Mrs Anne Wood, Dyslexia Consultant, who works 3 days each week and 7 Teaching Assistants (TA's) linked to curriculum areas complete the team. These designated TA's ensure an efficient flow of all information between the two areas, including transferring information to the Learning Support boxes held by Curriculum Managers who in turn disseminate this to staff, all of whom are acknowledged to have a responsibility for SEN pupils within their classroom, whatever their stage on the of Code of Practice.

3. ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR PUPILS WITH SPECIAL EDUCATION NEEDS.

The Learning Support Team will maintain and update records of pupils entered on the SEN Register, offer advice and liaise with subject colleagues, ensure links are continued with all Curriculum Areas via designated staff. They will attend meetings in line with senior management direction.

The Special Educational Needs Co-ordinator (SENCO), together with Pupil Managers, will advise staff on Individual Educational Plans (IEP's) at School Action and School Action plus, contribute to their Review Meetings and summarise the recommendations as appropriate. The SENCO will liaise with Mrs Anne Wood, Pupil Managers and outside professional agencies to afford their expertise and advice re School Action plus, Enhanced School Action Plus and Statemented pupils.

The SENCO is a member of the Curriculum Management Team and in this capacity attends meetings and contributes to decision-making with regard to whole school issues.

4. THE SCHOOL'S ADMISSION ARRANGEMENTS

In the event of more than 228 first choice places received in one year, the Governors will apply the admission criteria and all will be judged against the published criteria in line with all state schools.

5. SEN SPECIALISMS OR UNITS

The SEN Co-ordinator is experienced in the tuition of pupils with Specific Learning Difficulties having gained a PGD (SpLD) at distinction, as well as CASE and DASE in Reading and Language Development in the Primary School.

There is a team of Teaching Assistants for the pupils with statements, and those on the SEN register, all dedicated members of the Learning Support Team and those at TA 3 and HLTA hold positions of responsibility.

The Flexible Learning Centre, resources and technology are available to all our pupils helping their full inclusion into mainstream integration.

The School Inclusion Co-ordinator, Mr David Watson works in the IMPACT unit offering strategies to promote inclusion with two part-time HLTA support.

6. SPECIALIST FACILITIES WHICH ASSIST ACCESS TO THE SCHOOL FOR PUPILS WITH SEN

We liaise with outside agencies with regard to individual pupils' special educational needs. Pupils with disabilities will be differentiated for within the capabilities of our school's budget, resources and physical layout.

7. ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEN

The department bids for capitation and INSET according to the school system. Allocation for SEN pupils arrives via the funding related to the Cognitive Abilities Tests (CAT's) sat in Year 7 by each new intake.

An incentive allowance is assigned to the post of SENCO in accordance with the management structure of the school.

Resources via Delegation provide for statemented pupils covering statements for SpLD, MLD, PD, AUT, SLCN, VI and HI.

Resources in the form of consumables, books and photocopiable materials are stocked in the Flexible Learning Centre and all staff have access, alongside SEN pupils. Pupils on the SEN Register have access to spellcheckers, tape recorders, lap tops and use of the photocopier throughout the school day funded via LS capitation.

School has a policy of upholding small group provision for SEN pupils and resources this via staff or TA's allocated eg. Successmaker in lower school.

8. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES.

The Learning Support Team will identify those SEN pupils experiencing difficulties via primary liaison arrangements through liaison with the Pupil Manager for Year 7, visits to primary schools by subject and support staff, Learning Support Team, liaison with SENCO's in feeder primary schools, classroom observation, parental involvement meetings, review meetings in line with Code of Practice stages and meetings, phone calls and written communication with parents.

Pupils in Year 7 and Year 9 are screened each September to enable appropriate setting and provision for Key Stage 3 assessment and Year 10 and year 11 Examination Option decision-making. Copies of IEP's are accessed by computer on shared, stored in the Learning Support Office, in pupil's individual files along with any external agency diagnosis and recommendations, copies are available for staff, pupils and parents. Further diagnostic testing materials are available for more detailed diagnosis of individual needs. Subject staff via Pupil Managers, are encouraged to refer individual pupils to the SENCO if they have concerns regarding their learning, emotional well-being or physical needs. It will be their initial responsibility to ensure pupils, known to be a 'cause of concern' in their subject, area are referred for consideration.

The SENCO or Pupil Manager will ensure, as appropriate, feedback to staff is sent to specific subject teachers working with pupils at SA, SA+, ESAP and Statemented following reviews of their IEP's. These may take place during Consultation Evening and/or phone for lower stages of the register. Parents and pupils will receive a copy. Communication between home and school is valued. Parents will receive information of when such a meeting is due to take place. For most School Action plus, ESAP and Statement reviews Learning Support will encourage parents and pupil to attend, if at all possible.

9. ACCESS TO THE CURRICULUM

Pupils on the SEN Register are, as all pupils, entitled to a broad and balanced curriculum, including National Curriculum arrangements and Religious Education. We believe in appropriate support through setting, banding, in-class support where possible and withdrawal for specific basic skills and counselling programmes at designated times, with parental agreement. Inclusion in all curriculum subjects is encouraged in all but extreme cases, as are strategies to support access to the whole school curriculum include greater use of technology to aid and enhance pupils' learning and motivation.

Differentiation is essential to ensure all pupils, especially those with very low or high literacy or numeracy skills, are appropriately supported or challenged. Information technology in the form of spellcheckers, word processing, use of dictaphones or tape recording and photocopying of notes will be offered to SEN pupils, as targeted in their IEP's. All curriculum areas and departments will encourage the use of these strategies and consider the need to update IT, within their budget, for SEN pupils, as well as accessing the resources available in the Flexible Learning Centre. Learning and Teaching styles should be adapted in order to offer a variety of appropriate strategies to enhance SEN pupils' individual learning ability and progress. Small step tuition and alternative short courses will be offered to those experiencing learning difficulties of an extreme nature, within the confines of the current academic timetable. Pupils who are 'gifted' will be offered the opportunity, within Curriculum Areas, for further enhancement and possible early entry of external GCSE examinations. GNVQ, and Work Related Learning Placement courses are offered to a small group of Year 10/11 pupils to further encourage and motivate their learning. Short courses may be available throughout Key Stage 4 for all in the near future. Bilingual pupils will be encouraged to fully access the curriculum with support as appropriate, but will not be automatically viewed as requiring entry to SEN Register.

10. INCLUSION OF PUPILS WITH SPECIAL EDUCATION NEEDS

SEN pupils will be as fully included into the life of St Michael's CE High School as possible. Their entitlement will be supported through the adoption of varied strategies. We offer extra curriculum activities at break, lunchtime and after school in the form of homework surgeries, access to technology and individual packages or learning programmes such as handwriting or keyboarding tuition, spelling help, games, chance for social interaction or an opportunity to be a Flexible Learning Centre monitor. Support staff liaise with subject staff re field visits, work experience, transfer to FE and career's information as required. Awards and certification for achievement are a measure of the way our school helps celebrate each pupil's own achievements.

11 CRITERIA FOR EVALUATING THE SUCCESS OF SCHOOL'S SEN POLICY

The school will evaluate the success of the Special Educational Needs policy against its own objectives and the School Development Plan. The Learning Support Team will monitor assessments and make Action Plans regarding:

- procedures for identifying and assessing pupils with SEN
- quality of provision

- monitoring arrangements
- use of external agencies

at the end of each financial year. This information will inform the Learning Support Team helping to anticipate future pupils' needs and plan appropriate Action Plans towards future growth. A summary of the success of the policy was published in the Annual Governors Report to Parents now superseded by the School Profile Document. Details of any significant changes to the policy will be given at this time.

12 ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

The arrangements for the treatment of complaints will as far as possible be dealt with internally and hopefully any difficulties should be resolved informally. Parents should, in the first instance contact the tutor. The next stage of redress would be via the Pupil Manager who would usually liaise with the SENCO before attempting to resolve the problem. Next the parent would approach the Senior Leadership Team, who in turn would inform the Headteacher who would turn to the Governing Body in the final analysis. This staged approach provides parents with a direct route for any complaint they foresee. Parents of course follow the LEA complaints procedure in the event of matters being unresolved.

There is, with the Code of Practice, the potential recourse to go to the Special Educational Needs Tribunal if parents wish to appeal against LEA decisions relating to statutory assessment. Details available either from the Learning Support Department or ASENSO – Mr Chris Lockwood – East Cliff Education Offices, Preston.

13 ARRANGEMENTS FOR SEN IN-SERVICE TRAINING

The arrangements for Special Educational Needs in-service training are determined by new legislation, innovations from either the Learning Support Team or Curriculum Managers and the need to impart strategies relating to differentiation to staff in school.

The Learning Support staff will attend meetings as determined by the Senior Leadership Team. Staff working within Learning Support are experienced, qualified teachers with expertise in SEN and are supported by Teaching Assistants and INSET is disseminated both ways.

Learning Support staff are encouraged to attend further INSET and twilight's linked to their curriculum areas. The staff development co-ordinator continues to ensure opportunities for further staff development are available to those working within the Learning Support Department. The governing body are welcomed at all times and have been asked to join in Staff INSET, as appropriate.

The Learning Support Team subscribe to 'Support for Learning' NASEN journal and Special (in Learning Support Office) and have a well stocked library of books relating to SEN strategies, research and provision which has been placed in the Staff Study.

USE OF EXTERNAL SUPPORT SERVICES

The school welcomes the involvement of external support services and agencies.

Our Educational Psychologist, Mrs Pat Bennett, has worked with us since Sept 2001. She is committed to support the pupils' best interests and advises the Learning Support Team on appropriate strategies for all pupils brought to her attention by the SENCO and Pupil Managers. She has provided staff INSET for Autism and Asperger's Syndrome (2004) and holds planning meetings with the SENCO each September.

The Educational Welfare Officer, Don Hooley, liaises primarily with Pupil Managers, and Attendance Officer, Mrs J Edge regarding problems. School recognises the effect non-attendance has on pupil's achievement and endeavours to continue strong home liaison in order to encourage full inclusion in the school curriculum.

Our Inclusion Co-ordinator, Mr David Watson manages the Inclusion Unit (IMPACT), with HLTA support. Help is provided for those experiencing emotional and behavioural difficulties, through assessment, the alternative curriculum options, monitoring, and subject support. At School Action plus and above, of the Code of Practice, Individual Behavioural Plans (IBP's) are written and reviewed twice yearly.

The Lancashire Education Inclusion Service (LEIS) offers guidance and support for those pupils with identified needs and statements for difficulties such as Asperger's Syndrome/Autism, Visual and Hearing Impairment and Physical Difficulties. They are lead by manager Mr Derek Wynne, locally. Core visits are currently completed by Claire Thompson, Marie Wilkinson and Fran Rigby. We also have contacts with staff from Speech and Language, Occupational therapy, Physiotherapy and the Child and Family Services some providing programmes for individual pupils.

We have valued the involvement offered by the Services. An inventory is available for the SENCO to consult, regarding medical conditions.

Miss Amanda Clitheroe (Personal Advisor) from Connexions Career Service, Chorley has been active in offering extra arrangements for SEN register pupils during times of their annual reviews and Transition Plans plus attending the reviews.

Home tuition plays a valuable role in supporting our pupils who experience difficulties with school attendance, medical and emotional problems or trauma. We welcome this valuable service where staff collate work and ensure transfer between home and school. Home tuition is encouraged to re-integrate pupils at a pace to suit each individual child. Special arrangements are made for all external assessments according to need.

Hospital school links are accessed via the Pupil Managers as required. The Royal Preston Hospital Teaching Service has two 0.4 equivalent posts, one primary and varied staff for secondary. They offer GCSE tuition in English, Mathematics, Science, MFL, PSHE and ICT. Head of Service for the Lancashire Education Medical Service, is Di Wood and area manager of LEMS is Cath Smith. She, plus key group leader, Linda Walton are based at Primrose Primary School, Euxton, where a wide range of support for pupils unable to attend school is offered.

14 PARTNERSHIP WITH PARENTS

The Code of Practice places great emphasis on the involvement of parents and the contributions that they can make to assessments and support strategies. Saint Michael's welcomes this and has a history of encouraging full parental involvement through meetings at Parental Involvement Evenings, two-way communications by telephone, via the homework planner and in review meetings for all pupils on our SEN Register. Partnership with parents and appropriate literature, available through the LEA is offered via the Learning Support Department. Pupils and Parents are invited and encouraged to attend reviews as appropriate. We have an open access policy regarding our recording of test results, summaries of review feedbacks and all documentation regarding parent's children.

The Parent Partnership Organisation for this area is:

15 Victoria Road	Telephone Number: 01772 717461
Fulwood	Helpline: 0845 6014284
Preston	
PR2 8PS	Web: www.lancspp.org.uk

The named LEA officer is available for parents if they are unable to find someone who can support them through their child's assessment.

There is the opportunity to have the support of a named person for parents of pupils undergoing statutory assessments – School Support Plus into possibly a Final Statement of Special Educational Needs. A publication can be obtained from the Learning Support Department to explain this procedure.

School welcomes and encourages voluntary help from parents, friends of St Michael's and ex members of staff with CRB clearance. Their work supports practical subjects, extra reading tuition and various activities.

During examinations they and TA's, plus a team of Governors, may provide valued extra provision to allow special arrangements for SEN pupils.

16. LINKS WITH OTHER SCHOOLS AND TRANSITION BETWEEN AND BEYOND SCHOOLS.

We have links with Mayfield Special School through a long been established drama workshop programme. Staff from the outside agencies, described earlier in point 14, provide links with The Lancashire Education Inclusion Service (LEIS), Astley Park Special School, Moorfield School for physical difficulties plus local secondary schools, via the SENCO meetings, for exchange of good practice, resources and current innovations and research.

The Learning Support Department is fully committed to liaison, preparation and support to pupils on the SEN Register and their Post 16 choices either through FE colleges, training centres or job choices.

We have a running programme with Connexions to offer extra guidance to pupils either with SEN statements or at School Action Plus as required. The service lunchtime surgeries twice weekly offer specialist career staff.

The Learning Support Department and Support Staff inform parents of Open Evenings at all local FE colleges and have strong links with the Learning Support staff there. We liaise prior to transfer, offer written documentation, with pupils' agreement, and may attend interviews as requested by the pupils themselves. Any resources needed on transfer are advised prior to transfer. We encourage our pupils to visit and continue to bring the department up to date with their post 16 progress and celebrate their many personal successes. Awards are offered to pupils who progress either socially or academically despite their SEN and are a great source of celebration to the staff here.

17. WE VALUE OUR LINKS WITH HEALTH AND SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS, AS EMPHASISED IN 'THE CHILDREN'S ACT 1993'.

Family Doctors, after the agreement with parents has been sought and agreed, may be contacted. Meetings may take place to help The Learning Support Department decide as appropriate, support in line with the Code of Practice 2001.

We enjoy links with the Dyslexia Institute enhanced by our past SEN Governor, Mrs Anne Wood who now works on a consultancy basis three days per week. We support fund raising for charities, as designated in school, and enjoy a full involvement in this, often, very enjoyable activity with the extra benefit to our SEN pupils of increasing their social inclusion and awareness.