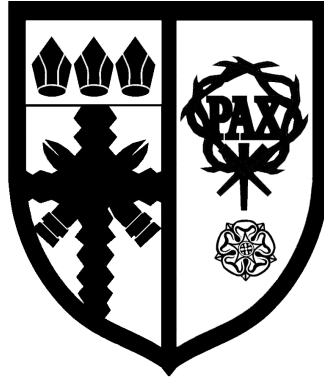


**St Benedict's Catholic High School  
Alcester**



**Special Educational  
Needs Policy**

**2006 – 2007**

A) **AIM**

Our Special Needs Policy reflects the school's mission statement.

**All children are of equal value and have equal  
entitlement to a full range of curricular  
experience and opportunities**

That is not to say that all children are the same for as Warnock (1978) states:

“The purpose of education for all children is the same, the goals are the same. But the help that individual children need in progress towards them will be different.”

B) **OBJECTIVES**

1. To provide a support system for pupils with SEN whilst having regard for SEN Code of Practice and the Disability Discrimination Act.
2. To provide a framework which will identify and support pupils with SEN.
3. Views of the pupil should be sought and taken into account and their contributions valued.
4. Views of the parents should be taken into account and parents encouraged to become active partners in their child's learning.
5. To share relevant SEN information with staff whilst using their skills and knowledge to set appropriate targets. All teachers are responsible for special needs.

*“All teachers are teachers of pupils with special educational needs,  
Teaching such pupils is therefore a whole-school responsibility,  
requiring a whole-school response.”*

*(SEN Code of Practice 5:2 p44)*

**C) SCHOOLS ADMISSIONS AND INCLUSION:**

Pupils with special educational needs will be considered as part of the normal admissions procedures and in line with Disability Discrimination Act guidelines 2004.

**D) PUPIL PARTICIPATION:**

*Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.*

Articles 12 and 13, The United Nations Conventions on the Rights of the Child.

Pupils should be encouraged to participate in decision-making processes and know that their views are valued. This should include:

- ◆ setting learning targets and contributing to IEPs
- ◆ discussions about choice of school/college
- ◆ contributing to the assessment of their needs
- ◆ contributing to the Annual Review
- ◆ being involved in the transition planning

**E) WORKING IN PARTNERSHIP WITH PARENTS:**

Parents are encouraged to be involved at every stage of the identification and review process and can contact the SEN Support Department whenever there is a need.

The school will inform parents when they first identify that their child has special educational needs.

The SEN Co-ordinator attends each Parents Evening.

Parents are invited to contribute to the Individual Education Planning and Review process. Parents will be invited to the Annual Review and Transition Planning of pupils who have a Statement of Special Educational Need.

A Partnership with Parents' Group has emerged in Warwickshire providing a forum for parents to discuss any relevant SEN issues. Parents are also invited to meet representatives from the LEA at open forum meetings.

## F) **IDENTIFICATION, ASSESSMENT AND PROVISION:**

Most students with special needs have been identified by the time they leave the primary schools. Regular contact with the feeder schools is maintained throughout the year and all relevant information is passed onto the Special Needs Co-ordinator in the summer term before admission. The Special Needs Co-ordinator will also attend Annual Reviews and when requested IEP Reviews of pupils in Year 6.

Information is also received from parents, e.g. Induction Evening and meetings with SENCO, external agencies and educational psychologists and St Benedict's initial screening conducted during the first term of Year 7.

This information is used to compile the SEN Register and passed on to staff.

Teachers should use the National Curriculum programmes of study using a variety of methods. For some pupils it will be necessary to cover work from earlier key stages. Subject teacher planning should be flexible so as to recognise the need of all pupils as individuals and to ensure progression, relevance and differentiation.

All provision will be co-ordinated by the Special Needs Co-ordinator, Mrs Sue Lloyd. Liaison is maintained with the Senior Management Team through the Line Manager and the Pastoral Team through regular meetings.

All pupils are continually assessed using the structure within the National Curriculum framework and using the school's normal assessment procedures as laid down in the school's assessment policy.

### **School Action:**

This is the initial provision which a school must make for pupils with SEN. This is provided within the school's own resources and systems for SEN support. This support is **additional** to normal differentiated work within the classroom.

### **School Action Plus:**

Pupils will receive an increased level of support, this should include specialist advice, which the school is unable to provide within its own resources.

### **A Statement of Special Educational Need**

Exists for pupils who have a high level of need. It is issued by the Education Authority and is a legal document naming the school and the provision that should be made for a pupil.

### **Individual Education Plan (IEP):**

The IEP should only record that which is **additional** or **different from** the differentiated curriculum plan which is in place as part of provision for all children. The IEP will have measurable short-term targets that are reviewed and updated regularly.

### **Annual Reviews:**

All Statements of Special Educational Needs are reviewed annually to monitor progress and consider any amendments necessary to the support being provided. The views of pupils, parents, the school and other professionals working with the child are included. Copies of Annual Reviews will be sent to the LEA with any recommendation for change.

### **Transition Plans:**

The Annual Review from Year 9 will include a Transition Plan in order to plan for the pupil's future. The Connexions Service has an important role to play and will offer careers advice and help to identify the most appropriate post-sixteen provision.

“Provision for pupils without a Statement of Special Educational Need will be linked to individual need. The responsibility is then for the Governors to do their best to secure that the necessary provision is made for any pupil who has special educational needs.” (Code of Practice 9:51)

### **Inclusion**

Pupils attending St Benedict's will, within the bounds of 'reasonable adjustment' be included in mainstream curricular activities and not be excluded from any curricular area, regardless on disability. Our goal is to achieve as much inclusion as possible both inside and outside the classroom environment, as we can reasonably meet. This could include support from teachers, teaching assistants or peers. We hope to develop within all our pupils an appreciation of others needs and to develop a deeper understanding and empathy for pupils with any kind of disability. We hope to make all pupils feel part of our school, and strive to remove barriers to becoming an inclusive school community.

## **G) LINKS WITH OTHER SCHOOLS:**

Links with other schools are made through:

- ◆ visits made to primary schools by the Special Needs Co-ordinator
- ◆ visits made by subject teachers to primary schools
- ◆ visits by Year 6 pupils to use facilities or staff expertise and attend school masses
- ◆ regular liaison meeting with primary schools
- ◆ links with other SEN Co-ordinators through the LEA Support Meetings
- ◆ links with other schools if pupils do not transfer at the beginning of Year 7
- ◆ transfer of SEN records to Post 16 school and college placements

## **H) LINKS WITH EXTERNAL AGENCIES**

St Benedict's Catholic High School uses many of the external agencies available to us:

- i) all medical aspects are discussed with the school nurse who holds regular health interviews with pupils and meets with the Pastoral Head and SENCO to monitor provision, care plans and medical support;

- ii) the Educational Psychologist meets with the SENCO within her allocated hours to offer support and advice on many SEN issues. Within this allocation of hours, cover, advice annual reviews and assessments must also be met;
- iii) the school is able to access services from LABSS and DISCS who provide advice on all aspects of SEN. The school has benefited from advice, intervention and training available through this valuable service. These services do however have to be paid for by the school from the normal school budget;
- iv) the Connexions service provides advice and support during transition.

#### **D) MONITORING THE POLICY:**

The governing body will report to parents annually on the school's policy on SEN.

The success of the policy will be measured by:

- ◆ the awareness of teaching and non-teaching staff about pupils who have special educational needs.
- ◆ the effective use of differentiated work to enable pupils with SEN to access the curriculum.
- ◆ effective in-class support from the teaching assistants.
- ◆ pupils achieving IEP targets.
- ◆ pupils making progress in subject assessments.
- ◆ encourage greater participation from pupils and parents in monitoring progress and planning for the future.
- ◆ pupils being prepared for post-school education and training opportunities.
- ◆ the quality of SEN provision is continually monitored. Outcomes for individuals monitored by progress not just academic results.

#### **J) ROLES AND RESPONSIBILITIES FOR SEN WITHIN THE SCHOOL**

The Code of Practice 1:39 states, quote:

“The **governing body** should, in co-operation with the headteacher, determine the school's general policy and approach to provision for children with special educational needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The **governing body** will appoint an SEN Governor or a **committee** to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs”.

All off-site activities will be the subject of a risk assessment to ensure pupil accessibility and general safety and welfare.

The governing body will endeavour to work to guidelines set out in the Disability Discrimination Act 1995 within the constraints of the school budget and physical fabric of the school.

The **SEN Co-ordinator and teaching assistant team**, work closely with their fellow teachers. They have responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils with special educational needs.

All **teaching, non-teaching staff and governors**, should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.

However statutory duties remain with the governing body.

The **Special Needs Co-ordinator is Mrs Sue Lloyd** and she can be contacted at St Benedict's to discuss any matter relating to special educational needs. She is responsible for:

- ◆ The day to day operation of the school's SEN policy.
- ◆ Liaising with and advising fellow teachers.
- ◆ Co-ordinating provision for children with special educational needs and monitoring progress.
- ◆ Assessing and identifying pupils with special educational needs.
- ◆ Maintaining the school's SEN register and overseeing the records of all pupils with special educational needs.
- ◆ Liaising with parents of children with special educational needs.
- ◆ Liaising and working with pastoral staff to support pupils with special educational needs in accordance with the school's pastoral policy.
- ◆ Liaising with external agencies including the Educational Psychology Service and other support agencies.
- ◆ Liaising with primary feeder schools in accordance with the primary liaison arrangements.
- ◆ Contributing to the in-service training of staff.
- ◆ Ensure Teaching Assistants are fully informed so they can carry out their duties within the school.
- ◆ Allocation and monitoring SEN resources to ensure distributed appropriately.
- ◆ Evaluation of provision in school.