



REDRUTH SCHOOL

Special Educational Needs Policy

This policy was adopted on 16th July 2014

The policy is to be reviewed in July 2017

The name of the designated individual is Mrs A Kettlewell

SPECIAL EDUCATIONAL NEEDS POLICY

This policy accepts the definition of SEN as set out in the revised Code of Practice 1:3 (page 6.)

1. Aims and objectives

- The governing body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the schools work for pupils with special educational needs. **(This is mandatory).**
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and efficient use of resources.

2. Responsible Persons

The 'responsible person' for SEN is Mrs Alison Botting SEN governor.

- The person coordinating the day-to-day provision of education for pupils with special educational needs is Mrs Alex Kettlewell (SENCO) with assistance of Mrs Margaret Bracken, assistant SENCO, and Mrs Val Kelynack.
A member of the Senior Leadership Team has overall responsibility within the school for the provision of SEN.

3. Admission and Inclusion

- All the teachers in the school are teachers of special educational needs. As such Redruth School adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children within an inclusive environment. Inclusion is regarded as significant to the policy, in line with that of the Local Educational Authority.
Development within the school currently supports a move towards a wholly inclusive environment.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

3.2 Inclusion – more inclusive provision has been established through the change in accommodation.

Specialist provision

- The school has an Audiology unit attached. Teachers and TAs from the Audiology Unit support pupils in the unit as well as in the school.
- The school has a vulnerable room for pupils to use during break and lunchtimes. Pupils having difficulty in the main school setting may be referred by Head of Faculty or Pastoral Directors through the SENCO to access this room during lessons. The room can be used as part of a reintegration package into main school.
- The school has partial wheelchair access including lifts and disabled toilet facilities. There are ramps inside and outside the school building. The cookery room has specialist low-level equipment for wheelchair users.

4. Access to the curriculum

- The National Curriculum will be made available for all pupils. Where pupils have special educational needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of the classroom and school resources including those delegated by the LEA for pupils with SEN, before drawing on external support.

The school has a Skills Development Centre including the vulnerable room, (ref 3.1).

- The school will make provision for children with special educational needs to match the nature of their individual needs and the class teacher, TA Team Leaders and SENCO will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- There will be flexible grouping of the pupils so that the learning needs may be met in individual, small groups or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
For some pupils with statements there will be additional 1:1 support from an adult. Pupils placed at School Action Plus will have access to additional adult support in some curriculum area according to need.

5. Providing the graduated response at "School Action" and "School Action Plus"

- The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas:
Acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties, the school will place the pupil at "school action" and support that is additional to and different from the differentiated curriculum will be provided through an individual education plan (IEP) in a range of ways including:

Classroom organisation and management
In-class support by teacher/teaching assistant
Withdrawal for individual/small group work/paired reading
Behaviour modification programmes
Use of specialist equipment
Alternative teaching strategies

The resources allocated to pupils (see 7) who have non-statemented special educational needs will be deployed to implement these Individual Education Plans at School Action as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in section 8, the IEP will be amended accordingly and the pupil will be moved to "School Action Plus".

6. Identification and Assessment – a graduated response

- If progress is still not achieved despite "School Action Plus", the child may be assessed bearing in mind the County guidance with a view to initiating statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- Identification of children with special educational needs will be undertaken by all staff through the SENCO and the appropriate records and LEA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by teachers or the special educational needs teacher together with the end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as identify any learning difficulties. Where necessary pupils will be referred to the SENCO for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held twice a year. Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually, as legislation dictates.
- Detailed records will be kept of the pupils receiving extra teaching support. A summary of detailed records of work and the results of standardised and diagnostic tests will be passed on to any receiving school.

Resources

7.1 The school receives the following funding

SEN Audit	£190,497
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Social Deprivation £33,546

Band 5 Recycling £16,154

Learning mentors £9,000

This is used to employ

58 hrs learning mentors

670 hrs Teaching Assistants

1.6 Teachers

The school supplements the above budget by £98,618. Also the costs of the SENCO are paid from the main school budget.

School Action

Pupils will be placed on School Action for a combination of reasons including pupils falling below 3C in their SATs at the end of Key Stage 2, 3B at the end of year 7 and year 8, and 4C at the end of year 9. Reading Quotients below 9 and teacher recommendations and assessments will also be taken into account.

School Action Plus

Pupils will be placed on School Action Plus for a combination of reasons including pupils falling below 2B in their SATs at the end of Key Stage 2, 2B at the end of year 7, 2A at the end of year 8, and 3C at the end of year 9. Reading Quotients below 8 and teacher recommendations and assessments will also be taken into account.

Currently the school has
155 pupils on school action
112 pupils on school action plus
33 pupils with statement

8. Liaison

Parents will always be informed when an external agency becomes involved with their child.
(See also 11)

- Regular liaison is maintained with the following external agencies for pupils at 'Action Plus' and pupils with Statements of Special Educational Needs:

- Educational Psychology Service
- Social Services
- The Hearing Support Service
- The Vision Support Service
- Health Service
- Education Welfare Service
- Connexions
- Education Out of School
- Looked After Children Officer
- Reintegration officer
- Special Education Section
- Police Youth Intervention officer
- Behaviour Support Service
- Back Up (parent group)
- Anti Bullying in Cornwall
- Cultural Diversity Support Service
- Dyslexia and Autistic Spectrum advisors

- The school has links to 21 primary schools and liaison is maintained particularly with regard to transition issues.
- The school operates a Special Education Needs Departmental link group, which meets once every half term to discuss any Special Education Needs issues.

Weekly liaison and planning meetings are held with TA teams, Pastoral Directors/Managers, SENCO.

9. Arrangements for the Treatment of Complaints:

The complaints policy is found on the school intranet.

10. Staff Development

10.1 In-service training needs related to Special Educational Needs will be identified by the SENCO and Senior Leadership Team in consultation with the staff and will be incorporated into the staff development plan.

11. Working with Parents

- The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs

where the support and encouragement of parents is often the crucial factor in achieving success.

- Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.
- As mentioned in '8' above, parents will be fully consulted before the involvement of LEA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve the pupils in decisions, which are taken regarding their education.

The system of Keyworkers for pupils with statements and on School Action Plus Will ensure full pupil participation.

13. Evaluating Success

13.1 This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEP, progress and/or Annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between the stages and off the Record of Need
- Pupils awareness of their targets and achievements

The school meets the statutory requirements of the SEN Code of Practice 2001.

The school provision for SEN pupils helps pupils to achieve the 5 priority outcomes of the Common Assessment Framework in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.