



CLEEVE SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

Cleeve School values the contribution that every child and young person can make. The school welcomes a diversity of culture, religion and intellectual ability and strives to meet the National Curriculum Inclusion statement in delivering the curriculum to:

- provide suitable learning challenges
- meet the pupils diverse learning needs
- remove the barriers to assessment and learning.

Provision for pupils with SEN is a matter for the whole school. In line with the SEN Code of Practice, Cleeve School will:

- ensure that all pupils with SEN are offered full access to a broad, balanced and appropriate curriculum.
- provide for the individual needs of all pupils with SEN and ensure their progress in mainstream education in order to maximise their achievement.
- ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- take the views and wishes of the child into account.
- work in partnership with parents to enable them to make an active, empowered and informed contribution to the education of their child

SPECIFIC ROLES AND RESPONSIBILITIES

SEN Co-ordinator (SENCO):

Responsibilities to Pupils. To:

- Use baseline data to identify and monitor all pupils with SEN
- Inform teaching staff of pupils SEN and the provision that they will need.
- Maintain and update the schools provision map.
- Use the map to ensure correct provision is given to pupils with SEN.
- Monitor, evaluate and review the curriculum that is in place for pupils with SEN
- **Co-ordinate teaching of, and provision for gifted and talented pupils**
- Ensure external examination dispensation is organised appropriately
- Co-ordinate the transition of pupils with SEN from primary schools, attending and organising meetings where appropriate.
- Conduct Annual Reviews and maintain overview of all Statemented pupils
- Liaise with parents about the progress of their child through mentoring and interim meetings where appropriate.

Responsibilities to Staff. To:

- Oversee and lead TAs, HLTAs, Lead TAs and SEN teachers.
- Liaise with all HODs, Heads of Year and Governor with responsibility for SEN.
- Work with the pastoral team to ensure provision is correct for all pupils in their year group.
- To act on 'referrals' from teaching staff.
- Arrange and deliver appropriate INSET on SEN for teaching staff in all departments.



- Work with SST member in charge of DDA to ensure that DDA is in place in school and staff are clear of their responsibilities from it.

Other Responsibilities. To:

- liaise with Educational Psychologist and all other appropriate outside agencies, including Behaviour Support Team, the Education Welfare Officer, the Re-integration Service, school nurse, Traveller Support Service, Circle (for pupils with English as a foreign language), and SENSS

Subject Teachers.

To:

- Ensure that schemes of work are appropriate to the needs of all pupils they teach.
- To use differentiation appropriately.
- Set achievable targets for individual pupils and evaluate the success of these targets.
- Contribute to the reviews of individual pupils.
- Refer pupils who are having difficulties to Tutors, Heads of Year and the SENCO.
- Attend INSET provided by the SENCO.
- Use TA support available in lessons appropriately and liaise with TA about how the support should occur.

THE ADMISSION ARRANGEMENTS

The governors are responsible for the admission arrangements of the school. Cleeve School acknowledges its responsibility to consider admitting pupils with SEN. For further information please see the schools admission criteria.

THE TRANSFER ARRANGEMENTS

The Year 7 PSW will obtain information from Primary Schools regarding pupils with SEN transferring to Cleeve School into year 7 and will inform the SENCO. The SENCO or Lead TA will attend Year 6 annual reviews of pupils transferring to Cleeve School. They will also visit or contact all schools again to speak specifically about pupils transferring with SEN. This process can start in Year 5 if deemed necessary. Extra induction days will be created for pupils if requested.

SPECIAL PROVISION AND FACILITIES

Cleeve School has wheelchair ramps to ensure access to the school, and full curriculum, at ground level. Facilities include a disabled toilet, a medical room, access to first aid and a school nurse. Please see DDA Action Plan for further detail.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

School Action

These are pupils whose Special Educational Needs cannot be solely met through classroom differentiation. Teaching staff will be made aware of these pupils and their individual needs met through the provision map. These will be reviewed twice a year in consultation with parents.

School Action Plus

If a pupil is not making the expected progress from their targets at School Action after at least two reviews, then the pupil will be moved on to School Action Plus. **It is at this point that outside agencies may become involved or a targeted support plan will be put in place. This could be the Educational Psychologist or the Special Educational Needs Support Service (SENSS).** The school and the outside agency will draw up a plan for provision jointly. A review of the pupil's progress will be carried out at least twice a year in consultation with the parents.

School Action Plus and Statementing

Should a pupil continue to make little or no progress at Stage Action Plus then he or she will be considered to be put forward for a statement. This procedure will take place in full consultation with parents and the relevant outside agencies.

Statement

When a statement is awarded the SENCO will work with the Special Educational Needs Support Services (SENSS) to monitor and review the pupil performance and progress. A review will take place once a year. The parents will be invited to attend the review meeting.

Cleeve School works within the LEA guidelines of delegated funding to ensure all pupil and staffing needs are met.

ACCESS TO THE CURRICULUM AND INTEGRATION ARRANGEMENTS

At Key Stage 3 there will be an emphasis on "in class support" using the department's TAs. Where appropriate a pupil may be extracted from lessons or asked to join the Access group in order to improve particular literacy or numeracy skills. Paired reading with Sixth Formers in registrations is available to pupils with reading difficulties. At Key Stage 4 the support time is mainly focused on Option or Core Support time for a fixed group of pupils who are withdrawn from a complete subject. If appropriate, at Key Stage 4, a modified curriculum is offered. In Key Stage 5 support comes in the form of mentoring and TA support where appropriate.

The ethos of Cleeve School is that we have a personalised curriculum for all our pupils. The curriculum for pupils with SEN is continually evaluated and modified when needed.

In addition to the statutory curriculum Cleeve offers a wide range of extra curricular activities. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities. These activities are designed to support pupils socially as well as helping them to improve their academic performance.

Cleeve School ensures that that they work within the guidelines of the Disability Discrimination Act.

MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEN.

The monitoring and evaluation of SEN provision and its effectiveness is part of the whole school's systematic review process through Oversight. The governors report annually to parents on the quality of education provided for and the achievements of pupils with SEN.

Policy last reviewed: February 2007.