

Featherstone High School



Special Education Needs (SEN) Policy

Prepared by:

Alka Patel Assistant Head teacher
Director of Pupil Progress and Children with Additional Needs

Ratified by governors on:

20th June 2011

To be reviewed: 2013

Special Educational Needs (SEN) Policy

Featherstone High School believes that every pupil is entitled to a broad and balanced education what every their ability and educational needs. As a school we are committed to matching the variety of individual and special educational needs through appropriately differentiated range of provision within the school, so that the needs of all pupils are addressed, and their potential fulfilled.

Our SEN Policy is one of Inclusion. We believe 'Every Child Matters', and therefore the well being of our pupils is important to us in order for them to achieve and get the best from their school years. As a school we strive to support our pupils in their emotional, social, physical and academic development, which means that personalized learning is at the heart of the schools teaching and learning policy.

The mission of the SEN Department is to ensure the happiness and success of those pupils who need additional guidance and support during their school careers, to enable them to become life long learners and equip them for the challenges of the 21st century.

Definition of Special Educational Need (C.O.P 1.3)

The Code of Practice 2001, states that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local educational authority.

Principles

The SEN department within Featherstone High School recognise that certain children may have learning and behaviour difficulties that call for special educational provisions, and therefore believes that:

- All pupils are of equal value and are entitled to a broad and balanced curriculum which is differentiated to ensure maximum progress. All teachers are teachers of Special Educational Needs.
- Pupils with SEN are the shared responsibility of all staff, with guidance offered by the SEN Department.
- Pupils with SEN should be integrated as fully as possible into the educational and social life within the schools setting. Where this cannot be the case, to ensure that suitable provision are made.
- Pupils with SEN are entitled to have their needs promptly identified and assessed according to the staged approach of the Code of Practice for the Identification and Assessment of Special Educational Needs (2001/2).
- Bilingual learners should only be considered to have SEN if their English language needs are compounded by additional, identifiable educational needs. Lack of English should not be equated with a lack of knowledge, skill or conceptual understanding.

The SEN Governor

The named Governor for SEN is Mrs Haras-Gummer.

The SEN Co-ordinator

The named teacher with responsibility for the overall co-ordination of Special Educational Needs (SENCO) provision in the school is **Miss A Patel** Assistant Head Teacher and Director of Pupil Progress and Children with Additional Needs (Appendix A). The SENCO and the SEN team are responsible for the co-ordination, assessment and provision from School Action, which will either be managed by the team or through differentiation from each department.

The responsibilities of the SENCO are:

- To maintain the SEN register and records of SEN pupils on the register.
- To liaise with parents, staff, governors and external agencies
- To arrange annual reviews of pupils with statements.
- To arrange IEP reviews for pupils on 'School Action Plus in line with Ealing's policy on Special Educational Needs.
- To liaise with the exams office to coordinate special arrangements for internal and external examinations.
- To ensure pupils are assessed on entry and providing staff with baseline information such as reading age and spelling age (**Identification, Assessment and Review Procedures**).
- To communicate the needs of pupils to staff
- To update staff and the Senior Management Team on developments in SEN.
- Ensure that the provisions of the SEN and Disability Act 2001 are adhered to with regard to pupils with learning disabilities.

Line Management

The Assistant Head Teacher and Director of Pupil Progress and Children with Additional Needs Alka Patel and Assistant Head for Access & Inclusion John Noel, line manages SEN to address joint issues related to learning and behaviour.

TLR1 Pupil Progress

The responsibility for co-ordinating the day-to-day provision for pupils with SEN lies with the TLR1 Pupil Progress for respective years, which include the line management of Teaching Assistants working in the SEN Department, which are attached to their year groups (**Appendix A**).

Admission Arrangements for Pupils with SEN

Pupils, other than Statemented pupils, with SEN are admitted according to the same criteria as other pupils. In the case of Statemented pupils, the school considers carefully whether it can meet the needs described on the statement before advising the LEA of its decision. The school admits those pupils that the LEA directs it to admit. The SENCO (A Patel) and the Transition manager (J Noel) make visits with their feeder schools from June for the purposes of gaining information about SEN pupils transferring to Featherstone High School.

Facilities for Pupils with SEN

Featherstone High School does not specialise in providing for pupils with a particular type of special educational need. The department has experience of supporting pupils with a wide range of learning, sensory and emotional difficulties. Unfortunately there are no lifts in the main school building and we cannot offer full access to pupils in wheelchairs. The schools newly built Sixth Form building is equipped with a lift that enables those staff and pupils with a physical disability to gain full access to all floors. The parents/carers of any pupil with SEN are very welcome to come and discuss whether the school would be able to cater appropriately for their child.

Allocation of Resources

The school receives money from the LEA for pupils with SEN both as part of the school's delegated budget and also after identification of pupils' needs by scores on CAT tests taken at the end of Year 6 and the number of pupils receiving free school meals. Unlike resources specified on Statements of SEN, which are dedicated to a particular pupil, money received as a result of CAT scores and entitlement to free school meals is not allocated for named pupils but is to be used by the school in the way it considers most effective to meet the needs of all pupils with special educational needs.

The SEN budget pays for the staffing of 1 TLR 2 SEN teacher, 1 SEN teacher, 19 Teaching Assistants, 7 learning mentors, part salary of AH Inclusion Manager who oversee the work of the Learning Mentors, part salary for the SENCO and 1 SEN administrator. There is an allocation of a separate budget to purchase books, test and other resources for pupils with SEN, including buying external Agency advisors. The school is committed to using the delegated budget for SEN provision, and statement funding for those pupils for whom it is intended.

Teaching Assistants are assigned to S band classes (S2 to S4) from year 7 to 11, where they support Statemented pupils', including those pupil's with additional needs (SA, SA+ and EAL), as well as SEN pupils in Years 12 and 13. The TLR 2 SEN teacher meets the needs of Statemented pupils' and some SA+ pupils through withdrawal lessons where necessary and the SEN teacher works with the Alternative Curriculum cohort in Key Stage 4.

Learning Mentors are each attached to a Year Group and work with pupils on a one-to-one and group basis which include pupils on the SEN register to remove barriers to their learning, which include low confidence/self-esteem, lack of motivation, bullying, anger management, peer pressure, underachievement, low attendance and family issues. Their primary aim is to enable all pupils to realise and achieve their true potential and they work closely with the TLR1 Pupil Progress.

Identification, Assessment and Review Procedures

Assessment Upon Entry In Year 7

In the summer term the SENCO (A Patel) and the Transition manager (J Noel) visits feeder primary school to liaise with their SENCOs. Most pupils with SEN are, therefore, identified before admission to Featherstone High School, and appropriate teaching and support can be arranged prior to their transition into the school.

Within the first term of admission all Year 7 pupils are given a screening test for literacy within SEN in addition to the CATs tests. Currently this screening consists of the NFER Group Reading Test and The Schonell Graded Spelling Test; this is conducted by the

SEN teacher and the teaching assistants. In addition, pupils are asked to complete a short piece of free writing by the English Department.

The majority of pupils with special educational needs will not require multi-diagnostic assessment and their needs will be addressed by appropriate differentiated curriculum and will be met by the school's own resources. However a small proportion of pupils with difficulties will require extra provision that would be identified through arrange of multi- diagnostic assessments.

The information from the primary schools is considered together with these test results. This informs the stage (if any) of the SEN Register on which the pupil is to be placed. The school places pupils on stages SA, SA+ through to Stage 5 (if a statutory assessment has taken place) of the SEN Code of Practice 2002.

When a child is placed upon the SEN Register upon entry to the school the parents/careers will be informed by letter (**C.O.P 6.45 & 317A, Education Act 1996**) and the facts recorded at SEN PLAN meeting.

Further Assessment

All pupils with Learning Difficulties at Stages SA+ through to the statementing stage on the SEN Register are given reading assessments twice a year in order to inform the IEPs (**The SEN Register & Policy**). The school currently uses Salford and the NFER Group Reading Test and the Schonell Graded Spelling test. Pupils with Emotional and Behavioural Difficulties are assessed as necessary in order to identify any learning difficulties, which might lie behind the emotional and behavioural difficulties. Those pupils whose reading progress gives cause for concern are given a diagnostic prose reading test – the NFER New Reading Analysis or the New YARC test. The outcomes from these tests are used to inform the programme they will follow with the SEN teacher and teaching assistants.

Monitoring of SEN

The SEN Register & Policy

All teachers have a responsibility for identifying and meeting the educational needs of all pupils, whatever their learning difficulty. Every pupil should be recognized as an individual, that develops at there own pace, academically, socially, emotionally and spiritually. However, many children will at some time experience needs arising from one or more of the following:

- Learning difficulties
- Emotional/behavioural difficulties
- Sensory or physical difficulties or other medical conditions
- Long term absences

The needs of all pupils should be addressed through QFT, where by all teachers plan, prepare, deliver and review differentiated lessons and resources; monitoring and reviewing the progress of all pupils. Where a pupil is failing to make progress against the expected targets set out for pupils of a similar age, the teacher should consider other different and additional strategies. If the pupil does not respond to this

personalised approach and continues to be a cause of concern, then the teacher needs to make a referral to the school's SENCO.

Most pupils placed on the SEN register are usually identified early via Primary information or upon entry into Year 7 following Cognitive Assessment Tests (CATs). Occasionally there are pupils who are not on the SEN Register who may experience difficulties. When that is the case the SENCO or TLR 1 Pupil Progress is alerted in two ways; by the member of staff who has expressed concern, or by completing a referral form which is given to the either members of staff. The matter will then be investigated and, if necessary, the pupil will be placed on the SEN Register. Those pupils moving to or from SA will be discussed at SENPLAN.

At this stage an assessment of the pupil's current level of functioning is undertaken. This should include National Curriculum levels/ P Scales, curriculum based assessments or more detailed tests (NARA, Salford tests etc). If the decision is made by the SENCO that the pupil has additional educational needs, then the school will follow the graduated approach as set out by **(C.O.P 4.11)**. In the majority of cases, the identified pupils will be placed at School Action and this will be discussed with parents/carers.

Additional support is recognised as action taken in the following way

School Action (stage 1)

A Pupil will be placed at School Action when a subject teacher, TLR1 Pupil Progress, Teaching Assistants, Learning Mentor or the SENCO raises a concern, that despite receiving differentiated learning opportunities (supported by evidence), the pupil (C.O.P 6.51):

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed by the school (Subject teacher, Tutor, TLR1 and AHT).
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little progress despite the provision of a differentiated curriculum.

Pupils who are placed on School Action at the school (S.A);

- Will have already been identified during the transition meeting between the primary SENCO and secondary school SENCO, or by the classroom teacher.
- Majority of these pupils will have their SEN needs met at SA, through differentiated strategies and resources in line with the National Strategy "Waves of Intervention".
- Some pupils will also have regular assistants in class, with pupils on SA+.

School Action Plus (S.A.P – stage 2)

School Action Plus indicates that support has been sought from external services by the SENCO. The triggers for School Action Plus are, that despite receiving an individualised programme and/or concentrated support, the pupil (C.O.P 6.64):

- Continues to make little or no progress in specific areas over a period of time
- Continues working at the National Curriculum levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class or group, despite having an individualised behaviour management programme (intervention from the learning mentor and outside agencies, in addition to intervention carried out at SA).
- Has sensory or physical needs and requires additional or specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to staff, by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Pupils who are placed on School Action Plus at the school (S.A.P);

- Will receive regular assistance either in class or on a withdrawal basis and an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) may be drawn up and reviewed.
- The pupil's progress will be monitored and reviewed. Advice from the School's Educational Psychologist may be sought, and assessment may be undertaken.

School request for statutory assessment (statement –stage 3)

For very few pupils the support at School Action Plus will not be sufficient to enable the pupil to make adequate progress. A statutory assessment may be sought by the school or the parents as the pupils needs cannot be met under the existing resources. If the LEA agrees to the statutory assessment;

- The pupil will be given a Statement of Special Educational Needs, which will outline the pupil's particular needs.
- Statemented pupil's will receive extra funding to provide extra, specific support for the pupil: this will be monitored by the SENCO through an Annual Review with the pupil and their parent/carer.
- Statemented pupils will receive regular assistance in class or withdrawal basis with the SEN teacher as and when required.
- An Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) may be drawn up.
- If the intervention put into place leads to improved progress by the pupil, then the statements may be ceased as the pupil may then no longer require need additional support.

Children with Behavioural and Social Emotional Difficulties (BESD)

The Schools will follow the guidelines set out by the SEN Code of Practice through a graduated response to pupils with special educational needs. This graduated response includes 3 main categories.

- School action
- School action plus
- Pupils with statements

Identification and triggers for placing pupils with behaviour social emotional difficulties at school action

The SENCO will place a pupil on the SEN register for BESD at SA where a pupil's behaviour continues to be a cause of concerns, despite staff having followed the school's behaviour management systems and techniques to improve behaviour. At this stage information needs to be gathered on the child by the TLR1 Pupil progress and AHT in charge of the year group who will then inform the SENCO (A Patel) and AH (J Noel) in charge of Behaviour. Pupils will not be placed on the SEN register based only on high negative points (see School Action).

Differentiation between school action and school action plus will be influenced by the following factors.

- Persistency over time of poor and disruptive behaviour
- Frequency/duration of poor and disruptive behaviour
- Intensity/severity of the poor and disruptive behaviour
- Impact on a pupil's progress and others due to poor and disruptive behaviour.

Individual Education Plans (IEPs)

All pupils placed on School Action Plus and above will have agreed targets set during target setting day in September which will be reviewed in the following March/April target setting day. Teaching assistants, learning mentors and form tutors are involved in this process. IEPs are drawn up for Year 7 pupils in the second half of the Autumn Term when they have settled in the school and their needs are clearly identified. Thereafter, IEPs are drawn up twice a year – on the Target Setting Days in September and March/April. This is known as the IEP cycle. Before an IEP is drawn up the previous IEP is reviewed and progress assessed against targets.

- **SA+ IEPs** are directly drawn up and reviewed by teaching assistants, SENCO and in some cases learning mentors. The IEP cycle coincides with whole school 'target setting days' held in September and March/April so that pupils with SEN are not given two separate sets of targets. SEN staff and learning mentors attend the interviews with parents, pupils and tutors on target setting days and advice on suitable targets.
- Target setting days provide an opportunity for staff to discuss targets and progress with both pupils and carers. Pupils' view on their progress is sought through 'The IEP Review form' with pupils.
- **Statement IEP's** are subject to both termly reviews and the Statutory Annual Review.

It is school policy that parent/carers are kept informed at all stages of the IEP cycle. The movement of pupils to or from SA+ on the SEN register is recorded at SENPLAN meetings and parents/carers are informed by letter (**C.O.P 6.45 & 317A, Education Act 1996**).

Copies of pupils' IEPs and targets are always available to staff on SIMS and pupils have a copy attached to the back of their dairies.

Pastoral Support Programmes (PSPs)

It is the policy of both the school and the LEA that a PSP should be set up for any pupil once they have had a number of fixed term exclusions or very long exclusion. The regular SENPLAN as well as the fortnightly SEN Pupil Progress meetings for respective year teams will identify pupils for whom a PSP should set up. PSPs will not be set up in addition to an IEP if the pupil already has an IEP which can address the issues of concern. The Assistant Head for Access & Inclusion John Noel has responsibility for drawing up the PSP but the SENCO will offer guidance.

Support programmes

The assessment process of a child's BSED needs should include gathered evidence that describes the behaviour, intervention and outcome. Support programmes should include some, or all, of the following:

- Flexible teaching arrangements
- Help with development of social competence and emotional maturity
- Help in adjusting to school expectations and routines
- Help in acquiring/teaching the skills of positive interaction with peers and adults
- Specialised behavioural and cognitive approaches
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- Enhanced pastoral support

SEN Register

The SEN register is a confidential document which identifies the provisions that have been put into place by the school for pupils with SEN. The Register is updated as and when necessary throughout the year and all teaching and relevant support staff are informed of the changes. The document states;

- The pupils' special educational need(s). Pupils are described by priority need (Learning, Emotional and Behavioural, Sensory, Medical, Physical, Specific Learning Difficulty).
- The stage pupils are on (SA, SA+ and statement).
- The date pupils were placed on the register.
- Lists pupils by Year and Form group.
- Additional information - Year 6 SATs scores are recorded, as are Year 7 NFER CAT scores, reading and spelling ages (SA+ & Statements), where available.

The SEN register is the sole responsibility of the school's SENCO (A Patel), who needs to ensure that records are promptly kept up to date and are available as required. The register is available on the schools shared area to staff only and will include reading ages and what level of support pupils are receiving. Pupils are only placed on the

register after parental consultation via a letter home (**C.O.P 6.45 & 317A, Education Act 1996**).

Each pupil on the Register has had their information filed in large arch lever folders according to year groups; this has been re-organised to a standard format in order to facilitate access and storage of new material. Recently all information needed (IEP and other relevant documents) have been scanned and will be available on SIMS in the future.

Procedures to amend the SEN register

As the SENCO A Patel is responsible for maintaining the schools SEN register any changes to this document can only be made under her direction and agreement. The procedures for amending are as follows.

The Register is updated as and when necessary throughout the year or three times a year in line with teacher assessments. In the Autumn Term the New Year 7s are added and previous year's Year 11s are deleted.

- During PPA meetings with the TLR1 Pupil Progress, learning mentors and teaching assistants, pupils on the SEN register will be discussed and the provisions provided will be audited. This audit will take place under the direction and guidance of the SENCO. Any pupils identified during the meeting as experiencing difficulty will be brought to the attention of the SENCO, who will have an assessment carried out or observation of the child in the classroom (learning difficulties) The SENCO will liaise closely with the schools inclusion manager John Noel regarding pupils with behavioural issues as well.
- Occasionally there may be pupils who are not placed on the SEN Register, but who have been identified by subject teachers as experiencing difficulties. The SENCO or TLR 1 PP is alerted in two ways by the member of staff who expresses concern, and the form is given to the either members of staff. The matter will be investigated and, if necessary, the pupil will be placed on the SEN Register. Those pupils moving to or from SA will be discussed at SENPLAN meetings.
- Once the SEN register has been amended it will be placed on the shared area for all staff. Both the Form Tutors and TLR's for each year group are informed of the changes.

Each pupil on the Register has a file kept in the SEN cupboard. Files are available to school staff upon request to the SENCO. Files have recently been re-organised to a standard format in order to facilitate access and storage of new material. In the future all information needed will be available on the school shared area (non confidently only) or SIMS.

Partnership with parents/carers

The school recognizes the crucial role and involvement offered by parents/carers in supporting their children, therefore parents/carers will be consulted before their child is placed on the SEN Register and given an explanatory letter. Parents/Carers are invited to attend all Stage Review Meetings and Annual Statement Review Meetings, where they will have the opportunity to meet the learning support staff.

Access to the Curriculum Teaching and Learning

Pupils with SEN are fully integrated members of the school community. All pupils are encouraged to take part in extra-curricular activities at lunch time or after school. Learning mentors attend school trips such as the annual week-long residential in Year 9. This ensures that Statemented pupils, in particular, continue to receive their usual degree of support.

SEN pupils have equal access to the curriculum and as a school we offer a broad and balanced curriculum which not only draws upon the cultural experiences of the pupils in our school, but also nurtures and enriches all pupils' learning equipping them with skills for life-long learning.

Pupils are divided into three bands (F, H and S), the 'bands' have been arranged according to pupils ability, with S2 to S4 attached with a teaching assistant to support the needs of pupils who are on the SEN register at SA+ and statements. All staff plan their lessons and activities (differentiated) to meet the needs of individual students.

The school's Curriculum is regularly evaluated to ensure equal access to all pupils, and there are various programmes available to take into accounts pupils aptitude and abilities. Pupils at Key Stage 4 and 5 have the opportunity of following both an Academic and Vocational route to broaden their curriculum experience.

- GCSE's.
- BTEC Courses.
- Applied GCSE's.
- Diplomas.
- Apprenticeships.
- Alternative Curriculum Courses which combine Diplomas & Apprenticeships, as working with external partners.

In KS4 the school has a flexible learning programme (Alternative Curriculum) that offers the core curriculum together with a Duke of Edinburgh scheme combining a practical and musical production programme. Lessons are structured to appeal to all types of learners through varied activities and tasks, as well as monitor each individual student's progress.

Learning to learn the Accelerated Way (ALC)

To meet the specific needs, capabilities and learning styles of our learners including SEN pupils the school has adopted the "Accelerated Learning Cycle" teaching methodology (**EGGP: Waves of Intervention in High Schools**). Teaching strategies are modified and embed VAK, as well as the 8 multiple intelligences to meet the learning styles and needs of individual pupils, through differentiated activities, tasks and resources. This approach will enable SEN pupils to become more engaged and become active participants in lesson; encouraging them to manage and assess their own learning and work, allowing them to reflect and met their learning objectives. To support personalised learning in the classroom SEN pupils also have full access to wireless laptops in order to support and develop their literacy skills, as well as their research skills.

The school endeavours to provide all pupils with access to the full curriculum. This is achieved by:

- **In-class support.** The great majority of pupils with learning difficulties on stages SA+ through to statements are placed into S2 to S4 where in-class support is available from Teaching Assistants for approximately 20 lessons per week.
- **Withdrawal lessons.** Our policy is that support teaching should, wherever possible, take place in the classroom during normal lessons. However, withdrawal teaching is offered for those pupils who do not have sufficient literacy skills to access the Curriculum lessons in the classroom.
- Pupils at SA+ are offered small group (two or three pupils) or one to one depending on their needs withdrawal lessons twice a week. Pupils in KS4 do not receive withdrawal support; instead they receive support for GCSE coursework prior to their start time in the mornings with the teaching assistants or after school with the TLR1 team for their Year group.

Withdrawal lessons offer a list of activities which can be varied according to the needs of the pupils. Lessons are planned according to the principles of Accelerated Learning principle. A resource bank of specialist teaching materials is available and advice is available from the LEA's SENSS Team (See Section 11 below) when choosing resources. Elements of a lesson typically include:

- Developing listening and phonological awareness skills.
- Developing spelling skills, using one of a range of established schemes such as 'Attack'. The school intends to offer the Catch up literacy and numeracy programme in the future for those pupils who are working below level 3 in years 7 to 9.
- Guided reading for developing work attack and comprehension skills.
- Maths work where appropriate – e.g. guidance with learning multiplication tables, using the basic four rules of number.
- Monitoring of class/homework and offering guidance on presentation skills, and ensuring that skills acquired in SEN programmes are transferred to class/homework.
- **KS 4 Study Support.** These lessons are intended for those pupils in KS 4 who may have learning difficulties which could lead to low attainment. Supplementary Teaching is given in core subjects and support is offered to develop study and learning skills.
- **Homework club.** Teaching assistants run homework clubs on every day of the week from 2.15 pm to 3.15 pm in KS 3 and 8.45 am to 10.15 am for KS 4. This practice is in accord with the *Index for Inclusion. (pub 2000)* and is part of the school's drive for an inclusive approach to school development. Homework club is open to all pupils who need a quiet place and some teacher assistance in order to complete homework, regardless of the subject. IT facilities are available, together with access to the internet.

Examinations access arrangements.

Some pupils will be allowed special examination arrangements as a result of learning difficulties or medical or sensory problems. In these cases the SENCO will liaise with the exams office to coordinate special arrangements for internal and external examinations. In general, pupils will be granted special concessions only where:

- There is a documented history of SEN provision over a considerable period, and certainly since before the year in which examinations are taken
- There is documentary evidence from a qualified person of a specific learning difficulty such as dyspraxia or dyslexia, or evidence of illegible handwriting, or medical evidence of a disability.

Reasons for granting concessions

The following are examples of reasons for which special arrangements may be given.

A specific learning difficulty such as dyslexia	extra time or a reader
A medical problem	rest breaks
Hearing impairment	a small room or a reader
Visual impairment	enlarged examination papers, a scribe or amanuensis
Illegible handwriting, severe dyspraxia	a scribe or amanuensis, or word processor

Evaluating the School's SEN Policy

The SEN Dept. aims to meet the standards expected by OFSTED.

The SEN Dept. is mindful that, on average, some 20% of pupils in schools expect to have special educational needs at some time during their school careers. The SEN Register is under constant review (The SEN Register & Policy) and the SEN Dept. aims to ensure that the register is an accurate reflection of the level of SEN within the school.

The SEN Dept. produces an annual report to the Head Teacher and the Governing Body reporting on the success of the SEN policy.

The SEN Department produces an Action Plan setting out targets for the following year based on the SDP and the means by which these will be achieved and success evaluated.

There is a regular weekly meeting between the TLR 2 SEN teacher and the line manager AHT/SENCO (A Patel). This is part of the schools rolling departmental review programme.

There is a regular weekly meeting between the teaching assistants and the line manager AHT/SENCO (A Patel). This is part of the schools rolling departmental review programme.

In-Service Training

Courses and Programmes of Study

All SEN staff to take part in and contribute to the programmes provided by the school's own SMT. All SEN staff are encouraged to attend courses provided by the LEA for the Borough's teachers and support staff. Staff are also encouraged to pursue other funded qualifications such as the City and Guilds Certificate in Learning Support.

The SENCO undertakes the responsibility to train teaching staff and teaching assistants on SEN matters, an induction programme has been devised for new teaching staff and teaching assistants. In collaboration with the TLR 2 SEN teacher teaching assistants are trained on how to conduct, recording and assess pupils literacy skills.

Professional Development Review

All staff in the school are involved in the Professional Development Review process (evidence of the school's Investors in People Status). Teaching Assistants reviews are undertaken by the TLR 1 Pupil Progress for the year group they are attached too. Any training needs identified are passed onto the SENCO.

Training and development meetings

The team of Teaching assistants participate in training and development meetings, held according to the schedule in the school diary, also serves as forum for discussion of professional interest.

Morning Briefing

All SEN staff are directed to attend the all-staff morning briefing on the day's announcements and forthcoming events held in the hall at 8.30 am on Mondays.

Links with External Support Services

The school has regular links through the SENCO with:

- The LEA's Educational Psychology Service. The SENCO draws upon the expertise of the Educational Psychologist for assessment of pupils, particularly those at SA+ and statemented pupils. The Educational Psychologist attends the SENPLAN meetings held 3 times a term, or more often as and when needs arise.
- SENSS (The LEA's Special Educational Needs Service to Schools). This is the centrally funded team of specialist teachers which offers advice to schools. Regular visits are received from teachers with specialist responsibility for the Hearing Impaired, Pupils with Emotional and Behavioural Difficulties, and Pupils with Specific Learning Difficulties. Visits are also scheduled from the newly-appointed SEN administrator Parminder Bentleman under the direction of the SENCO as and when necessary.
- The LEA's Advisory and Monitoring Team for SEN. This team, working to the Inspector for Special Educational Needs, advises on curriculum and policy issues relating to SEN.

Partnership with Parents

The school greatly values partnership with parents and wants all parents to be fully informed about their child's progress and know that they can consult staff if they have any concerns.

- All parents receive an annual report on their child, and SEN staffs contribute if appropriate during target setting days.

- All pupils attend, with their parents, two target-setting days per year. This is when parents' and pupils' contributions are sought for IEPs and Reviews. SEN staff attend these meetings to review the IEP targets.
- Meetings are arranged between the parents of Statemented pupils and the designated teacher or teaching assistant.
- Communication between staff and parents can be recorded in pupils' diaries.
- The Assistant Head for inclusion and access or the SENCO attends all re-admission interviews with the parents of pupils who have been excluded if the pupils are on the SEN Register (statemented).
- Staff attend curriculum evenings which are arranged for parents and pupils within each year group.
- The SENCO attends the final annual reviews at Primary Schools for pupils in Year 6 with Statements, and thus meets with the parents of all pupils with statements.
- Parents are kept informed of their child's progress at all Stages of the Process of Assessment, and letters home inform parents of changes to their child's placement on the SEN Register.

Complaints

All complaints regarding special needs, should, in the first instance, be addressed to the Head teacher. Under the SEN and Disability Act 2001, parents, may seek advice on resolving disagreements from the LEA and/or Independent Mediation Service. The school will make further information about this process available on request.

Links with other Schools and Arrangements Upon Transfer and Upon Leaving Schools.

- The SENCO and the Assistant Head for inclusion and access visits the main feeder primary schools in the area requesting basic information on pupils on their SEN Register. Pupils are discussed in order that appropriate provision can be made in Year 7. Throughout this process liaison is maintained with the AHT in charge of Year 7 and also the TLR 1 Pupil Progress.
- When pupils transfer to other schools at times other than at the end of Year 11, the SENCO sends any relevant and current documentation and files to the new school. When pupils leave at the end of Year 11 to transfer to Further Education any relevant and current documentation and files are sent to the College and Sixth Form if they do not remain in the schools Sixth Form.
- There are no standing links as such with Special Schools but occasionally pupils transfer from Special Schools to Featherstone High School or vice versa. Consultation and liaison then take place as necessary.