

THE FRAMEWORK DOCUMENT FOR SPECIAL EDUCATIONAL NEEDS AT ST MARY MAGDALENE ACADEMY

INTRODUCTION

This policy is a framework for describing the Academy's general approach to special educational needs (SEN).

RATIONALE FOR SEN POLICY

The Academy believes that a focus on the experience of learning will result in a strong sense of purpose, high achievement, and motivation, together with valuing of self and others. The individual is respected and valued for their contribution to the Academy and Community, regardless of any special needs they have.

The aims of the policy are:

- To identify and support those children with Special Educational Needs.
- To recognise that adults other than teachers have a part to play in the process of identification.
- To set up clear systems and procedures in assessing students with Special Educational Needs.
- To ensure that all students are engaged in learning activities appropriate to their abilities.
- To encourage students to monitor their progress and to take responsibility for their own behaviour and learning.
- To ensure that the promotion of successful and effective learning will contribute to Equal Opportunities and educational 'inclusion' for all students, where appropriate.

SEN encompasses:

- Students with learning difficulties (including specific learning difficulties)
- Students with emotional and behavioural difficulties (EBD)
- Students with physical disabilities
- Students with sensory impairments
- Students with medical conditions which affect learning.

Having English as an additional language is not to be assumed to indicate a special educational need or a learning difficulty.

The Assistant Director of Learning: SENCO.

ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION

The Assistant Director of Learning: SENCO is responsible for:

- The day-to-day operation of the SEN Policy
- Co-ordinating provision for pupils with special educational needs
- Maintaining the Academy's SEN Register
- Liaising with parents/carers of students with special educational needs
- Liaising with external agencies concerned with students with special educational needs.

The Assistant Director of Learning: SENCO liaises regularly with Director of Learning, Access and Inclusion, and the Pastoral Manager.

PARTNERSHIP WITH PARENTS/CARERS

The Academy recognises the crucial role of involvement offered by parents/carers in supporting their children and will therefore value the opportunity to discuss practical strategies to enhance their child's development, with them. Parents/carers are consulted before their child is placed on the SEN Register and given an explanatory leaflet, which gives general information about the DFE SEN Code of Practice and a copy of this SEN Policy.

Parents/Carers are invited to attend all Stage Review Meetings and Annual Statement Review Meetings. They will also be able to meet learning support teachers at Parents/Carers' Evenings.

IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS

The Five Stage Approach to Special Educational Needs

There are five stages to the assessment and identification of students with Special Educational Needs as recommended by the DCSF. The Academy is involved in the first three stages of the assessment, provision and progress review of students with special educational needs. These stages are not hurdles over which all students must pass. Students can be placed at any stage, depending on their needs and students can move backwards or forwards through the stages, depending on the progress made.

SEN Register

The Academy maintains a SEN Register, which states students' special educational need(s), the stage they are on, the date they were placed on the register and review dates. Students are only placed on the register after parental consultation.

Identification

This is based on NFER Group Reading Test scores, Cognitive Ability Test (CAT) scores, and SEN information from primary schools.

Students who may have weak literacy skills on the test results are given further criterion-referenced assessment by the Learning Support Department.

For the new Year 7 students, at the end of the first half-term (Autumn Term), subject staff are consulted on students considered to have special educational needs based on primary school records, screening test results and Learning Support Department assessment.

With regards to Years 8-13, any member of staff or parent/carer may raise concern about a pupil. This triggers Stage 1 procedures.

Students' special educational needs may also be identified at Consultation Days and Parents' Evenings.

Assessment and Review Arrangements

Stage 1

This is an information/monitoring stage, which is co-ordinated by the Form Tutor in consultation, if necessary, with the Pastoral Manager and Head of Learning Support.

Assessment proformas are distributed and subject teacher based interventions are formulated on the basis of information gathered from the proformas. Parents/carers are consulted if it is felt that pupils should be placed on the SEN register and a review date set. Reviews must be held within one term. Parents/Carers' Consultation Days may be used for Stage Reviews.

Stage 2

Stage 2 is co-ordinated by the Assistant Director of Learning: SENCO. Stage 2 interventions are provided by either members of the Learning Support Department or the Pastoral Team and are in addition to mainstream classroom practices. An Individual Education Plan (IEP) is drawn up for the student. The review procedures are as for Stage 1.

Stage 3

Stage 3 is also co-ordinated by the Assistant Director of Learning: SENCO. Stage 3 involves interventions provided by outside agencies, e.g. Educational Psychologist, Support for Learning Service, specialist teachers for pupils with impairments. An IEP is drawn up and review procedures as for Stages 1 and 2 implemented.

If the Academy feels it cannot fully meet a student's needs in consultation with parents/carers and relevant outside agencies, the LA be requested to undertake a statutory

assessment of the student with regard to issuing a Statement of Special Needs under the 1981 Education Act.

Statemented Pupils

The Assistant Director of Learning: SENCO is responsible for the provision of services outlined in a student's statement, drawing up IEPs for the student and co-ordinating arrangements for annual statement reviews.

Dissemination of Information

Information on SEN students is collated centrally and distributed to all subject departments by the Head of Learning Support. All staff receive the relevant information.

Subject Teachers are asked to contribute to Stage Reviews by way of a Learning Support Department progress pro-forma. Staff are also asked to state targets for students IEPs if appropriate. A proforma is distributed after Reviews informing staff of students' new targets and other relevant information.

The Head of Learning Support holds termly 'information workshops' on students with SEN in the Academy staff room. There are also many informal opportunities for staff to discuss pupils with special educational needs with Head of Learning Support.

ACCESS TO THE CURRICULUM FOR SEN PUPILS

All students, including those with special needs have access to the National Curriculum. SEN students join in all the activities of the Academy, where appropriate, along with students who do not have special educational needs.

Withdrawal Groups

Students with literacy difficulties on the Special Needs Register may be withdrawn to receive additional small group support. In the past this withdrawal has been once a week from English.

Some statemented students may be withdrawn from some mainstream lessons to work on a one to one basis with their Learning Support Teacher (LST) / Learning Support Assistant (LSA). This will only happen after consultation between the subject teacher, LST/LSA, Assistant Director of Learning: SENCO and student. This will form part of the IEP.

Some Stage 3 and statemented pupils may be withdrawn from one mainstream lesson per week to receive behavioural counselling, if this forms part of their IEP. There will be consultation between the LST, Assistant Director of Learning: SENCO, Subject Teacher, parents/carers and student with regard to this withdrawal.

In-class Support

In Years 7-11 Some Stage 2, 3 and statemented student may receive in-class support, if this forms part of their IEP, from members of the Learning Support Department.

Curriculum Development

The Learning Support Department also works with subject teachers to provide differentiated learning materials for SEN students. Advice is available for colleagues on the most appropriate ways of delivering the curriculum to students with special educational needs.

COMPLAINTS

In the first instance, if a parent/carer is unhappy about the provision made for their child they would discuss the problem with the Assistant Director of Learning: SENCO. If then they need to make a formal complaint about the provision made, they should state the complaint, in writing, to the Principal. The complaint will be entered in the SEN Complaints File. The Academy will aim to respond within one month of receiving the complaint. The Principal's response will be noted in the file. If the matter cannot be resolved, the parents/carer has recourse to a panel of Governors who will be nominated each year.

Any complaints about the quantity of support offered to a statemented pupil will ultimately be decided upon by the LA's SEN panel – not the Academy.

SEN INSET

SEN INSET needs are identified by individual staff, departments and cross-curricular groups via the procedures laid down in the INSET policy.

Support for pupils with SEN within the Academy

The Academy has had its SEN budget delegated for the academic year beginning September 2007. This applies to students from all London boroughs. In future it will only work with The Islington Council's central team of Specialist Teachers when specific specialisms are appropriate.

The service level agreement of 0.1 allows the Academy to buy in a Specialists' Teacher from the Behaviour Support Team.

The Academy now employs the Assistant Director of Learning: SENCO who leads a team of teachers and learning support assistants to work with statemented and non-statemented students.

EXTERNAL SUPPORT SERVICES

Academy's Educational Psychology Service (EPS)

The Educational Psychologist makes fourteen half-day visits per year. This time is often used for:-

- Student assessments
- Individual work with students
- Attending Stage Reviews and Annual Statemented Review Meetings
- Liaison with Assistant Director of Learning: SENCO
- Supporting special arrangements for exams
- Meeting parents/carers.

Stage 3 and statemented students who have emotional and behavioural difficulties may attend Child Guidance Centres. This can be linked to their intervention programme in school.

Specialist Teachers for Visually and Hearing Impaired Students

Specialist Teachers visit the Academy as necessary to advise on curriculum delivery and attend Stage Review Meetings.

HEALTH, SOCIAL SERVICES EDUCATIONAL WELFARE AND OTHER AGENCIES

The allocated School Nurse advises on medical conditions that might impair access to the curriculum and attends Stage Review Meetings where necessary.

The Educational Welfare Services may be contacted if it is considered that poor attendance is affecting learning.

The Academy has Child Protection procedures, and a named person, who liaises with social services over such matters.

EVALUATION OF THE SEN POLICY

The Assistant Director of Learning: SENCO with the Vice Principal will annually evaluate the success of the policy by:

- Noting the number of complaints recorded in the SEN Complaints File
- Examining the SEN Register with regard to:
 - i) Changes in the total number of students on the Register
 - ii) Changes in the number of students at each Stage in the Register
- Examining the end of year Learning Department reading and spelling test results for students who have been withdrawn.

The findings will be reported to the Governors who have overall responsibility for ensuring that the SEN policy is effective.