

SIR FREDERIC OSBORN SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

Objectives

The Governing Body of Sir Frederic Osborn School recognises the right of all students to receive a broad and balanced curriculum and aims to encourage the enthusiastic and independent learning of its students including those identified with Special Educational Needs. We recognise the rights of students identified with Special Educational Needs to be educated in a mainstream setting. We recognise the responsibility to make adequate provision for all students' needs and to monitor the effectiveness of the provision. Above all we recognise we must ensure that all students, including those with Special Educational Needs, are enabled to reach the highest possible standards of achievement by maximising their access to the curriculum. Students should be equipped to reach their potential with reference to the five outcomes listed in 'Every Child Matters' (2003) We are committed to working in partnership with parents.

Relationships to other policies

Other policies related to SEN: Curriculum, Admissions, Teaching and Learning, Anti-Bullying, Equality Duty, SEN Information Report, Target Setting, Careers Education and Guidance

This policy must be read in conjunction with the guidance contained within the SEND Code of Practice (2014).

Principles

The Special Educational Needs and Disability Code of Practice 2014 states:

"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 area of the local education authority
- c. Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- b. For children under two, educational provision of any kind."

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This policy also reflects the school's belief that all students should be catered for according to their needs and the acknowledgement that in Sir Frederic Osborn School there are a number of More Able students who need to be given additional opportunities to fulfil their potential.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.

Working at levels significantly below age expectations, particularly in Literacy or Numeracy.

Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.

Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual student's needs.

2. Reporting of students' needs to all members of school staff.

3. Providing an appropriate curriculum, taking into account;

National Curriculum and examination syllabuses

Continuity and progression

Departmental development plans.

4. Delivering an appropriate curriculum, taking into account;

Suitable teaching materials

Effective, differentiated teaching strategies

A supportive learning environment

Encouraging a positive selfimage.

5. Providing learning support through;

Curriculum development

Support teaching

Bespoke training

INSET.

6. Using outside agencies where necessary and appropriate.

7. Monitoring individual progress and making revisions where necessary.

8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.

9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.

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11. Teaching Assistants and teachers collaborate effectively.

Roles and Responsibilities

The Governors

In accordance with the Education Act of 1993 and the SEN and Disability Act 2001 the Governing Body will:

- Ensure that appropriate provision is made for any student who has special educational needs;
- Ensure that, where the Headteacher or the appropriate governor has been informed by the Local Authority (LA) that a student has special educational needs, these needs are made known to all who are likely to teach him or her;
- Report annually to parents on the school's support for students who have special educational needs;
- Ensure that all students have the opportunity to join in the activities of the school. The only exception to this will be where the safety of the student with SEN or other students is compromised;

The Governing Body will additionally:

- Delegate responsibility for overseeing SEN arrangements in part to an individual governor or team of governors;
- Arrange for regular reporting to the governing body on SEN issues within the school;
- Take part in governor training on SEN issues;
- Take part in school activities related to SEN, getting to know some of the students and become familiar with the work done to meet their needs.

The SEN Governor/s will:

- Meet regularly with SEN team members
- Disseminate information to other Governors
- Participate in an annual audit
- Liaise with the SENCO at least once a term

The Headteacher and Assistant Headteacher with lead responsibility for SEN

Overall responsibility for SEN lies with the Headteacher who must be informed of a student's special educational needs and the arrangements being made to meet them. In conjunction with the Assistant Headteacher with lead responsibility for SEN, the Headteacher will:

- Be involved with the governors, in determining appropriate staff and funding arrangements;
- Promote this policy in school;
- Inform and advise the governors on SEN issues;
- Ensure that the school meets its SEN responsibilities;
- Publish SEN information for parents;
- Refer students to the LA for Statutory Assessment, if required;
- Support the SENCO in all aspects of his/her duties.

Special Educational Needs Co-ordinator

- The name of the SENCO at Sir Frederic Osborn School is Mrs K Jones.
- Sir Frederic Osborn School recognises that it is necessary, and ensures that, the SENCO has time allocated for planning and co-ordination.
- The school has an SEN and Inclusion Register that lists all students who identified within the Code of Practice as having a Special Educational Need, and also those with medical conditions, disabilities which may require consideration in terms of curriculum access but are not formally identified as having Special Educational Needs.
- The SENCo will be responsible for disseminating information and raising awareness of SEN/D issues throughout the school.

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- Is responsible to the Assistant Headteacher (Inclusion) for the management of SEN/D provision and the day-to-day operation of the policy.
- The SENCo is responsible for:
 - Managing and developing the roles of Teaching Assistants, through training and PM.
 - Screening and identifying students.
 - Co-ordinating provision for students.
 - Supporting the teaching and learning of students with SEN/D.
 - Keeping accurate records of all students with SEN/D.
 - Drawing up, reviewing and monitoring Pupil Profile Sheets for those with SEN/D and others, as required.
 - Monitoring departmental delivery of the SEN/D Policy.
 - Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
 - Liaising with parents and carers of students with SEN/D.
 - Liaising with and advising fellow teachers and support staff.
 - Liaising with schools including feeder primaries and specialist settings.
 - Liaising with other SENCOs, both locally and nationally.
 - Liaising with outside agencies,
 - Contributing to in-service training and external training (as appropriate).
 - Being involved in preparing the SEN/D report, which the Assistant Headteacher (Inclusion) forwards to the Governors.

Subject Leaders:

- Departmental Practice to include the writing of EHC plans according to the school's SEN/D Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D are purchased from college capitation.
- Raising awareness, of college responsibilities towards SEN/D

Teaching Staff:

"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Triangles of Inclusion/Class Support Plans/Student Passports are considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to the SENCO.

Teaching Assistants

- Support students with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Pupil Profile Sheets
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.

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- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Other

- Communicate SEN/D issues to and from the School.
- Raise awareness of SEN/D issues at Departmental / School meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

Identifying Students with Special Educational Needs

Information is gathered from primary schools by the SENCO and Head of Year 7, as part of the Primary Transfer process. Information will also be received from Children, Schools & Families regarding students with a Statement of Special Educational Needs. In addition, all Year 7 students are tested for cognitive ability and reading and spelling age early in their first year of secondary school. Difficulties may also be identified by the continuous assessment carried out by subject staff or from the observations of form tutors. All students complete an annual online PASS survey (**P**upil **A**ttitudes to **S**elf and **S**chool) that includes a measure of self esteem and attitude to learning; this information is also used to identify students with possible learning difficulties.

Once identified, students are placed on a Register of Special Educational Needs at the appropriate Level.

Disability access

SFO is aware of issues re. accessibility – both physical access and access to the curriculum. Current arrangements re. physical access include ramps to most buildings, visual alarms in 6th form block, a rolling programme to carpet classrooms to improve acoustics, clear signage. Issues re. physical access is included on the Health and Safety checklists and is reviewed annually on the accessibility plan. With regards to the curriculum, all teaching staff are expected to differentiate as appropriate. Sir Frederic Osborn School makes appropriate Access Arrangements for those students who require these when sitting public exams, the school also has a wide range of teaching resources e.g. portable ICT keyboards.

The SEN Code of Practice

Inclusion

At Sir Frederic Osborn all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- The family and community should work together.

Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.

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- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from depts., outside agencies
- Number of complaints received.

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Identification, Assessment and Provision

Identification

The school uses the **graduated response** as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan referred to the SENCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC plans in the spring of their year. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends year 5 and Yr. 6, when notified. Relevant information is disseminated to teaching staff before transfer.

Initial Screening

- KS2 tests
- Reading, spelling, writing tests
- Tests undertaken by the SENCO as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Individual Diagnostic Assessments

Individual diagnostic assessments are used for students who are placed on the Summary Sheet List. A battery of tests is available, including the Access Reading and Schonell Graded Word spelling. This information is made available to members of staff via the SEND area.

Staff Observation

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.

The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Sir Frederic Osborn learn and progress through these differentiated arrangements.

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A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve expected progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

Response 1 – Quality First teaching by all teaching staff.

Response 2 - Is initiated where students have failed to make expected progress as identified by the SENCO through the assessment arrangements as above.

Criteria for Response 2 include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and science booster classes, where appropriate.
- Additional staff training.

b) Response 3

Where students fail to make adequate progress, despite additional provision at Response 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Student Passport Sheet and Additional Needs Register is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

c) Statutory Assessment / Education, Health and Care Plans (EHC's)

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocates students with EHC's a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Response 2 and Teaching Assistants are fully involved.

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Additional Needs Register and Reviews

The strategies that will be employed at Response 2, Response 3 and for students with EHC plans are recorded in the Additional Needs Register reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Additional Needs Register is communicated to all staff who support the student's learning. The Additional Needs Register constantly reviewed and updated, but also forms part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet:

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by the school and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEN/D is regularly reviewed and revised.

It is the responsibility of individual department at the school to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Dept.

Provision of Curriculum Support

The Learning Support Dept. can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

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b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Sir Frederic Osborn School's inclusive ethos.

d) In-service Training

- The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Sir Frederic Osborn School.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

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PART 4: Partnership

In school

- The SENCO liaises closely with individual SLT, Directors of Learning and Subject Leaders. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

Parents

Sir Frederic Osborn actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer.

Students

Sir Frederic Osborn School acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Sir Frederic Osborn School include (*this is not an exhaustive list*):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- Careers Advice Service for Young People
- The School Nurse
- The Attendance Improvement Officer
- ESTMA
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Targeted Youth Support
- The Park ESC

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Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' meetings.
- On the transfer of a student with SEN/D.
- Through the national DfE hosted 'SENCO-forum' mailing system.

Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEN/D and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last Review is forwarded to Post 16 placements.

Definition of Disability	Both SEN & Disability	Disability
Discrete SEN		
Mild dyslexia Emotional Behavioural Difficulties –social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism (other factors – medical / mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature

The policy will be reviewed by the Governors Curriculum Committee within the policy review framework.

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