



Special Educational Needs Policy

2008

St. Mary's College Special Educational Needs Policy

The Mission of St. Mary's College

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself” (Mk 12:30-31)

St. Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

Overall Ethos and General Policy Principles

If the principle of education for all is to be effective, it must, as far as possible, be moulded to individual needs and capabilities.

All children are entitled to an education which will enable them to develop their full potential.

Children who need help over and above that which most others require are identified as having Special Educational Needs. A Register is kept in line with the Code of Practice (2002).

These additional needs may arise from physical, medical, intellectual or social disadvantages.

The right of access to the full range of opportunities for these pupils is acknowledged.

A whole school response to meet this ideal is promoted in full partnership with parents, Support Agencies and the Local Education Services.

SEN Co-ordinator

The Special Educational Needs Coordinator is responsible for the day to day provision for pupils with special educational needs. She is a point of contact for outside agencies. The senior leadership team member responsible for SEN is Mr Phil Leech.

The role of the SEN Co-ordinator

The SENCO works closely with the Headteacher and governors to ensure that pupils with special educational needs are supported sufficiently for them to make good progress.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising colleagues.
- Managing the Teaching Assistants.
- Coordinating provision for pupils with SEN
- Liaising with parents of pupils with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, Connexions, health and social services and voluntary bodies.
- Analysis of school performance data
- Monitoring of the learning of pupils in the classroom

Admission arrangements

- Pupils with statements of special educational needs are considered favourably .
- Admission arrangements should reflect those set out in the LEA admissions policy and recent legislation such as the Special Educational Needs and Disability Act 2001.

Specialist provision

The school accommodates provision for pupils who experience difficulties in

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical conditions

Facilities and equipment

The school has full access for disabled pupils through:

- Ramped access and lifts to all floors.
- Disabled toilet/washroom facilities
- Teaching Assistants who are trained in physiotherapy techniques
- The use of radios to enable immediate response/support when necessary
- Specialist PE equipment
- Some extra-curricular activities specifically tailored towards the physically disabled.

Allocation of resources

- Support is provided in line with Statement provision guidelines.
- The SEN department uses a variety of strategies to deliver support eg
 - In-class support
 - Taught Literacy (following the Accelerated Literacy Programme as its basis)
 - Social Awareness group work
 - Self-esteem work (usually small group or one to one)
 - Physical management (in line with ESPD recommendations)

Identification and Assessment procedure

The identification would be with regard to the information as outlined in the SEN Code of Practice*: 'The triggers for intervention through *School Action* would be the teachers' or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed in the school
- Has sensory or physical difficulties 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 or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's special educational needs may be via:

- Liaison with teachers
- Liaison with primary/previously attended schools
- Liaison with parents
- Liaison with external agencies

Assessment of Needs via

- Information from feeder schools initially
- Whole-school screening assessments eg NFER Cognitive Ability Tests
- SEN screen tests – SNAP assessment
- Diagnostic assessment of individuals highlighted from the above 3 areas
- Class teacher/subject area comments and analysis of progress

Monitoring Progress

The attainment of all pupils at St Mary's College is assessed and recorded termly.

Decisions determining whether adequate progress has been made by pupils on the SEN Register are made in line with the Code of Practice which defines adequate progress in a number of ways, including progress which:-

- Closes the attainment gap between the pupil and the pupil's peers
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the curriculum
- Demonstrates an improvement in self-help and/or social and personal skills
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

Responsibility for ensuring and recording progress is shared by all subject departments. Every department has a link member to liaise with learning support; this link attends the weekly departmental briefing.

Access to the Curriculum

The school provides:

- A team of learning support assistants to provide support, enabling appropriate access to the curriculum via in-class, small group and individual support.
- Individual teaching programmes designed to meet individual needs, particularly to enhance literacy skills.
- A whole school priority of differentiation in the classroom.

Arrangements for SEN

- The school works towards including SEN pupils in all the school's curricular and social activities.
- The school values all pupils equally and gives them equal rights and opportunities.
- The school ascertains the views of the child via the student council, frequent questionnaires, and Personal Tutor interviews.
- The school is committed to raising standards of achievement and measures the effectiveness of its strategies by tracking student progress against initial base-line data and making comparisons with the national and local progress levels.

The Role of the Governing Body

- The school's named governor with responsibility for special educational needs is Mr N Brownlie.
- The SEN Governor meets with the SEN co-ordinator on a termly basis to ensure that he maintains a general oversight of the provision of the school's work.

Dealing with complaints

- Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation.

- If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the LA.

Staff Training and Policies

- As part of the school's prioritising differentiation for all students, an SEN focus group with representatives from all curriculum areas meets every half term.
- In-service training is available in respect of SEN for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy.

Links with Support Services

- A number of volunteers come into the school on a weekly basis to support the literacy programme.

Specialist support services used by the whole school include:

- CPS (City Psychological Service)
- EWS (Educational Welfare Service)
- Connexions / Careers
- Health Services (including Occupational Therapy)
- ESPD (Educational Support for the Physically Disabled)
- HIVI (Hearing Impaired Visually Impaired Services)
- SSD (Social Services Department)
- Age Concern - Reading Support Volunteers
- YOT (Youth Offending Team)
- The West End Child, Adolescent & Family Service
- KIDS (Independent Education Advisory Service)
- Volunteer Pupil Mentoring Scheme

The Role of Parents

- Effective partnership with parents/guardians is essential if each pupil is to reach his/her full potential. The school planner is used as a two-way communication tool between home and school.
 - Contact is made with all parents/guardians of pupils receiving additional help, who are encouraged to communicate with the school and support their children in and out of school.
 - Parents are requested to support their child with daily preparation for school, completion of homework and encouraging reading. This active support is a key element in developing a lifelong interest in learning, particularly in regard to reading for pleasure, as well as for the acquisition of information and research.*
 - Views of parents are highly valued as is their active support in encouraging their children to take advantage of every opportunity to learn.
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- The development of independent learning skills is essential if together we are to motivate our children to become effective learners in a changing and challenging world.
- Parents are encouraged to be involved in the review process.

Links with other Educational Providers

The school has appointed a retired Primary School Headteacher to lead the transition for all pupils from Key Stage 2 to Key Stage 3.

Provision is made for the transition of pupils with special educational needs via:

- Transition visits to feeder primary schools
- Collection of information and data
- Liaison with professional bodies supporting the child
- Attendance of representative of SEN department at annual reviews during year 6
- Teaching Assistants visit primary schools to learn how to carry out specific programmes (eg speech therapy) with the child and primary school staff.
- Parental visits/communications
- An Induction evening for parents/carers and children
- Two Induction days; this is mutually beneficial to the assimilation of information for the school and the child.

Links with Frederick Holmes Special School are established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Shared resources

This policy should be reviewed on an annual basis.