

GUILDFORD COUNTY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

We believe that a child has Special Educational Needs (SEN) if he or she has a learning difficulty, which calls for special educational provision to be made for him or her and in accordance with the 1996 Education Act together with the Code of Practice 2002 we endeavour to make Special Provision based on those needs. Regard will also be taken of the Disability Discrimination Act (amended 2001)

Fundamental Principles

- A student with special educational needs should have his or her needs met.
- The special educational needs of students will normally be met in mainstream schools or settings.
- The views of the student should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Students with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Objectives

- To ensure that provision for students with SEN is a matter for the school as a whole.
- To have early identification of students with SEN.
- To ensure that all staff know which students have SEN.
- To provide students with access to all areas of the National Curriculum.
- To provide alternative paths to learning where appropriate.
- To provide appropriate support and resources.
- To enable students to progress at their own rate.
- To encourage parental involvement in every aspect of their child's development.
- To enable individual students to participate fully in the decision-making processes involved.

Admission arrangements for students with SEN:

Admission arrangements for students with SEN (but without a Statement of Special Educational Needs) do not differ from those for other students. However, in the case of a student in possession of a Statement, the placement recommendations of the last Annual Review will be taken into account.

In accordance with the Disability Discrimination Act of 2001, no student will be refused admission solely on account of a recognised disability, although advice will be given to parents if the existing physical conditions of the school are unsuited to their child's particular needs at the time of application.

Arrangements for partnerships with parents:

Parents should be fully involved in decisions relating to their child's Special Educational Needs. Regular contact, by letter, telephone and in person is actively encouraged and maintained between the SEN Department and the parents of students with SEN, in order that parents may be fully involved in the arrangements made for their child. Records are kept of discussions with parents, together with a register of attendance at open evenings.

Student Participation:

Students with SEN are encouraged to participate in and to have their views taken into account regarding all the decision-making processes affecting education. They are fully involved in target-setting for their IEPs.

Links with other schools including arrangements when students change schools:

Prior to admission in Year Seven, contact is made between our SEN co-ordinator and the SEN co-ordinator or class teacher at the Primary Schools. In addition, when students with Statements of Special Educational needs are due to transfer to our school, the SEN co-ordinator attends the Annual Review that takes place in year 6, to contribute to the transition plan. When a student from our school transfers to another school, all relevant papers are passed on to the SEN co-ordinator at the new school.

Links with Outside Agencies:

The school works in partnership with the 'Locality Team' of Outside Agencies, which includes the Learning and Language Support Service, Physical and Sensory Support Service, Behaviour and Pupil Support Service, Health and Social Services, Educational Psychology, and Educational Welfare. Members of this team are regularly invited to meetings in school to review the programmes in place for individual students, in order that their specialist advice may be incorporated into these programmes.

Responsibility of the Governing Body

The Governing Body will appoint a Governor with responsibility for SEN. He or she will meet regularly with the SEN Co-ordinator to review and discuss the SEN provision. Periodic reports will be made on the SEN provision in the school to the Personnel and Curriculum committee and the Governing Body as a whole.

Arrangements for considering complaints about the special educational provision within the school:

Complaints should be addressed in the first instance to the SEN Co-ordinator. If the problem is unresolved after this the parents will be referred to the Headteacher for further discussion and thereafter, if necessary, to the Governor for SEN who will inform the Governing Body.

THE ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The name of the school's SEN Co-ordinator responsible for the day-to-day operation of the policy is **Mrs Sue Harris**.

The Special Needs co-ordinator is responsible for: -

- The day-to-day operation of the school's SEN policy.
- Liaising with and advising teachers.
- Co-ordinating provision for students with SEN.
- Managing the work of the Teaching Assistants.
- Maintaining individual records and profiles for all students with SEN
- Monitoring and reviewing IEPs
- Liaising with parents of students with SEN
- Liasing with external agencies and other schools.
- Ensuring and maintaining confidentiality at all times.

Areas of Special Need: -

- Cognition and Learning e.g. learning difficulties and specific learning difficulties
- Communication and interaction e.g. language difficulties and autism
- Behaviour, Emotional and Social Development e.g. attention deficit disorder
- Sensory and/or Physical e.g. visual or hearing impairment

IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SEN

Identification and assessment arrangements and review procedures.

In order to facilitate the early identification of students with SEN, a liaison between the junior and secondary school SEN co-ordinators takes place before the students transfer schools. Those students identified as having difficulties are noted and future strategies are worked out. The records, including IEPs, are transferred with the child.

A referral system operates within our school, to enable mutual communication between the SEN Department and subject / pastoral staff, regarding students giving cause for concern following their admission to the school. The SEN staff respond to requests and queries from other staff, providing written feedback and advice following diagnostic testing of a student exhibiting difficulties and also by liaising with parents and Outside Agencies where appropriate.

Allocation of resources to and amongst students with SEN

A small part of the SEN allocation in the budget is controlled by the SEN Co-ordinator, who uses it to maintain a central store of SEN support materials. These include text books for staff information on SEN, diagnostic assessment materials, photo-copiable resources for use in individual learning programmes and concrete learning aids for multi-sensory teaching, also ICT software programs. The major part of the allocation is spent on staffing.

Staffing:

The current staffing of the SEN Department consists of:

SEN Teachers:	Mrs Sue Harris Mr James Anthony	
Teaching Assistants:	Mr Jonathan Andrews Mrs Vanessa Bradley Mr Tom Burgess Mrs Sushila Dean Mrs Karen Hallett Miss Margaret Harris	Miss Felicity Hope Dr Sophia Litvinenko Ms Rose Lobban Mrs Sarah Millard Mr Jonathan Pike Mr Martin Sargeson

Arrangements for providing access for students with SEN to a balanced and broadly based curriculum, including the national curriculum:

All students at Guildford County School have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet a student's special educational needs, making use of a balance of different teaching styles to match the differing learning styles of all students. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Students with general learning difficulties are placed in comparatively small classes for the core subjects and benefit not only from a low student-teacher ratio but also from additional support by Teaching Assistants assigned to these classes. Students with specific learning difficulties but who are sufficiently able to cope with the cognitive demands of the higher teaching sets, are supported by means of ongoing liaison between the SEN and subject department, regarding advice and feedback.

Additional Provision:

For some students, regular withdrawal from normal curriculum subjects, for either one or two lessons per week is undertaken, in order that they may receive specialist tuition for their individual needs, in addition to the ongoing support provided in the normal classroom lessons. The focus of these withdrawal sessions includes – according to the student's needs - literacy, numeracy and / or social or emotional skills. Additional short-term programmes are also implemented, to address specific needs - such as spelling and handwriting - in students not normally receiving intervention. Where these withdrawal sessions are undertaken by Teaching Assistants, the lesson content and teaching methods are guided by the SEN co-ordinator and / or Outside Agencies. In all cases, these arrangements have been discussed and agreed between the student's parents and his or her subject teachers, prior to their implementation. The SEN Department also runs a daily lunchtime Homework Club which enables students to complete homework tasks in a supportive situation, with advice available from teachers and Teaching Assistants.

This policy was approved by the Personnel and Curriculum Committee in January 2009. It will be reviewed again in one year's time in January 2011.