



Fazakerley High School



Special Educational Needs Policy

2015



FAZAKERLEY HIGH SCHOOL

Headteacher: Mr James H. Beaton

SENCO: Mrs M Barlow/Miss K Maher

Nominated Governor: Mr A Peckham

THE SEN POLICY STATEMENT SECTION PREFACE

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

1. As appropriate, the aims and objectives of the SEN Policy relate directly to those of the school, the LA SEN Strategy:, and, are also, based on the values derived from and are guided by the requirements of the 1981 Education Act and the SENDA 2001.

2. To take cognizance of new statutory Government legislation as per 'Green Paper' consultation - Aspiration-a new approach to Special Educational Needs published for consultation-March 2011 and the new SEND Code of Practice published September 2014.

If a child has significant problems (physical, emotional, psychological, medical etc.) that hinders/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend mainstream schools within the LEA area) then that child could be deemed as having a learning difficulty.

N.B. This definition of **learning difficulty** does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the child needs different or additional educational provision to that generally provided for his/peers then that educational provision is deemed '**special educational provision**'.

A child who has a **learning difficulty** which required **special educational provision** is said to have **special educational needs (SEN)**.

N.B. The term 'parents' is employed throughout this policy and refers to any parent, guardian or other adult in 'loco parentis'.

General Aims of This Policy

- 1.1 An entitlement to a broad, balanced and relevant education will be a right for **all pupils** in our school.
- 1.2 Age, gender, race, creed or individual needs will not constrain any educational entitlement.
- 1.3 The school aims to support all staff in the delivery of educational entitlement.
- 1.4 Independence, respect for others and the development and maintenance of self-esteem are integral goals for entitlement.
- 1.5 Thoughtful, negotiated, sympathetic assessment and testing will be used for the benefit of the learner.
- 1.6 The atmosphere in the school will promote a happy, sensitive and secure environment to ensure the **most effective learning**.
- 1.7 Equality of opportunity will be integral to the planning of educational provision.
- 1.8 The school aims to encourage parents in the learning process of their children.
- 1.9 Teaching strategies should be responsive to **different learning styles**.
- 1.10 Achievements can be made by all learners and these will be **recognised and recorded**.
- 1.11 A total commitment to the principles of education entitlement is the **responsibility of all staff**.

Admissions Policy / The Special Educational Need and Disability Act 2001

Our pupils come from the community feeder schools. However, our yearly intake also contains pupils from schools other than the feeder schools. Many of our pupils come from families, historically, already known to the school.

Fazakerley High School welcomes integration, and from our experience over the years, have no doubt that pupils with severe learning difficulties have much to gain from a mainstream school and have much to offer the community of the school in return. Close consultation with staff, parents and outside agencies have made this possible.

With regard to access to the school buildings, the Fazakerley High School building presents little problem. This light, modern structure complies with the most recent building regulations. Consisting of two floors, the upper floor via lift access.

The SENDA 2001 strengthened the presumption of mainstream schooling for SEN pupils. It inserted a new section and provided that children with special educational needs should be educated in the mainstream school unless that is incompatible with the wishes of the parent. One important innovation of the SENDA is the requirement that LEAs appoint an independent mediator to assist in resolving disputes between parents and schools. Under existing law, only LEAs and parents can initiate a statutory assessment. However, SENDA gives schools the right to initiate an assessment and entitles them to appeal to the tribunal. Section II states that it is unlawful for an LEA to discriminate against a disabled person.

Discrimination is defined under the SENDA where a responsible body (i.e. a school) treats a disabled person less favourably than it treats or would treat others.

Identification Procedures

2.1 A starting point in the school is the identification of the needs of individual pupils across all subject areas. It is sometimes too easy to presume that underachieving pupils in one subject area will be underachievers across the whole curriculum. In order to facilitate this identification, Staff should observe for a period, their teaching group, looking specifically at: **skills, concepts and general understanding of tasks presented.**

2.2 Early identification of need is paramount. Initial identification and registration, gathering basic information about the pupil and taking early action to meet the pupil's needs within his/her normal classroom work. The trigger for this stage is expression of concern by any teacher, parent or another professional. The review and monitoring of this stage is the responsibility of Departments who will inform the Senco / Key Stage Coordinator/Student Support worker.

2.3 At the present time, School Action Plus remains in-situ with the advent of new Government legislation with the **accent on learning and achieving**. The school's Special Needs Co-ordinator will review available information. However, this is now replaced with a new school-based SEN category to replace the previous categories of School Action and School Action Plus. On the basis of this evidence the co-ordinator will decide whether to seek further advice for the pupil concerned and determine the required level of intervention.

2.4 The school will endeavour to enlist external specialist support to enable the pupil to make progress. Such support will come from the Educational Psychology Service or other professional agencies. The primary aim being to begin a robust system of intervention.

2.5 In a minority of cases, the school will conclude that the child's needs remain so substantial that these must be brought formally to the attention of the LA. When making a referral for a statutory assessment to produce an EHCP – Education Health Care Plan to meet the pupil's future needs, the school will state clearly the reasons for referral and submit the following information:

- (i) The recorded views of parents –**with the right to express a preference for any state-funded mainstream or special school, including Academies and Free Schools.**
- (ii) The recorded views of pupils
- (iii) Evidence of health checks
- (iv) The strategies already used in school
- (v) Reviews and comments with samples of recent work as evidence
- (vi) Evidence of the involvement and views of professionals involved in the assessment process.

2.6 This intervention aims to give specific help to pupils who have Special Educational Needs. Each stage will be reviewed and parents will be consulted and informed. The most effective provision can only be made when parents and the school are open, honest and confident in working together. **The EHCP aims to support families through the system, with trained key workers to help parents/carers navigate the various services.**

2.7 To give the school a baseline, new pupils in Year 7, after an initial settling down period of approximately two weeks, are formally assessed via the medium of CAT4 – Cognitive Indicators and through the academic year using score results from the Accelerated Reading programme.

2.8 As a guide towards the identification and recording of pupils with Special Educational Needs, a central register of pupils is available. This provides Staff with specific information on pupils, giving structure and a framework for management of SEN. The following methods are used to identify need, at present:

- (i) National Curriculum Key Stage 2 (below Level 4)
- (ii) Intake Profile annually undertaken by Pastoral Staff and Associated Primary Schools
- (iii) Informal Assessment (reviews, classroom observation by Special Needs Co-ordinator, if required.
- (iv) Formal assessment (standardised, criterion-referenced, diagnostic testing)
- (v) Formal assessment-target tracker within Departments. For example, end of term or unit tests, controlled assessments target setting and evaluation by pupils.

Assessment and Testing Arrangements

3.1 Assessment should flow from everyday classroom work, be part of normal school life, be shared across the school and its community and be useful for everyone involved. We should be certain about our reasons for using assessment because any failure to meet the needs of pupils involves a waste of pupils' time, teaching effort and resources which could have been used for another purpose.

3.2 All pupils in our school are entitled to have their educational achievements recognised; letter home in praise of achievement; certificate to celebrate; and consistent merits.

3.3 Assessment should never be an end in itself, nor should results be accepted blindly; they form only one **source of information** upon which to base professional judgements.

3.4 Approaches to assessment **must be sensitive**, neither making unreasonable demands nor exposing the pupil to undue emotional or physical stress.

3.5 When performance is measured against target levels, it is important to remember that all pupils have an entitlement to **develop at their own rate, regardless of age or ability**. Assessment of personal qualities, for example, motivation and the ability to work in a team, should be an integral part of the assessment arrangements.

3.6 Our school assessment procedures must take into equal account, professional judgement and the **pupils' and parents' own perception of their progress**.

3.7 The Special Needs Co-ordinator will endeavour to use diagnostic assessment to assist in identifying pupils' individual needs.

3.8 A list of the diagnostic assessments for Fazakerley High School can be found in Appendix II. This list is not comprehensive. It is subject to change in the light of Curriculum developments, the school's needs, pupils' needs and the involvement of outside agencies.

Strategies for Delivery

4.1 The school recognises that each child is different in terms of ability, aptitude, interests, motivation and social and ethnic background. This demands a curriculum which is **differentiated** - a curriculum that provides learning experiences which meet the needs of the individual child, **a curriculum he/she can understand**.

4.2 Fazakerley High School policy is based on the principle that differentiation of the curriculum and acquisition of literacy and numeracy skills is the **key to access**; it allows pupils a learning experience with **purpose** and the **opportunity** to really **demonstrate** what they **know, understand and can do**. **Good practice for Special Needs pupils is good practice for all pupils**.

4.3 There should be effective co-operation/communication between the Special Needs Co-ordinator and each department to ensure that planned strategy will differentiate the curriculum to suit the ability of all pupils. This should include scrutiny of reading texts and the methodology proposed to aid access.

4.4 **CPD** provision for Special Needs should be on-going in order that all staff acquire the necessary skills and range of strategies to facilitate differentiation of subject content and the management of behavioural issues. It is essential that Departments monitor their own provision.

4.5 **High expectations** on the part of both staff and pupils is essential to ensure success and progress for all pupils. However, it is important that pupils with Special Needs are able to make mistakes without a feeling of failure. This is a necessary step in problem solving and successful learning outcomes.

4.6 Pupils should be given the opportunity to express their ideas in a variety of teaching styles and the learning environment should reflect this. Their **efforts should be carefully displayed to celebrate success, improvement and high standards**.

4.7 There must be **equitable** distribution of equipment, materials and capitation to resource Special Needs pupils in each subject department.

4.8 Teaching styles should provide opportunities for pupils with Special Needs to:

- a) **reflect** upon their own learning
- b) **negotiate** their own targets

4.9 It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that all pupils have full access to the curriculum.

4.10 Reading difficulty is a broad curriculum area. Therefore, it is important that all staff take note of reading abilities and incorporate language control in the delivery of their lessons. **Literacy acquisition should be embedded in all departmental planning**. Within this planning is the requirement that **Oracy/Communication** takes a high priority on the Department agenda. To recognise that pupils need to be taught how to **'communicate'** effectively and that the ability to express oneself and understand spoken language and its nuances, is the 'bedrock to equipping pupils for the future.

Parental / External Agency Involvement

5.1 An active partnership between the school, parents and external agencies is the most effective way to ensure a full understanding of each pupil's needs.

5.2 The school acknowledges the important role parents have in the education of their children. The school is obligated to involve and inform parents at every stage of the multi-professional assessment procedure. We should encourage those parents to be partners in decision making.

5.3 If parents are to be partners, they must be accepted as equal partners with a depth of knowledge about their own child and their problems that cannot be matched by professionals, who have their own skills to offer. It is for this reason, that parents of pupils are actively encouraged to view work in the school or to discuss difficulties at any time. Every child has a Special need at some time or other.

5.4 The school supports a multi-disciplinary approach to maximise the provision for SEN pupils. Many agencies and support services are able to help identify, assess and provide support for SEN pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals. The School has named individuals within the local District Health Authority to whom references are made in accordance with staged procedure for assessment.

Co-operation between the school, the LA, the Health Services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for SEN.

5.5 A named Governor has been nominated to take an active role in the Special Educational Needs affairs of the school.

5.6 The school has a named teacher with responsibility for Looked after Children and Child Protection.

5.7 The role of external agencies is broad and varied (see Appendix 3 for brief resumé).

Monitoring and Evaluating the Success of the SEN Policy

Currently (2015) there are two pupils with an EHCP attending the school.

A nominated governor links the SEN Department with the Governing body. The criteria by which the monitoring and evaluation of the SEN provision is undertaken are described below:

Parents:

1. The number of parents of SEN pupils who request that their child be educated at this school
2. The degree to which parents and pupils have been consulted with regard to their children's needs.
3. Any pertinent feedback from pupils and parents

Pupils:

4. Pupil achievement, for example, increase in Reading and Spelling ages over a year or Key Stage.
5. The achievement of SEN pupils at formal examinations
6. The number of SEN pupils who pursue education after the age of 16

Budget:

7. The amount of the budget allocated to support pupils (a) with, and (b) without Statements of Special Educational Needs.
8. Adjustments in spending to reflect changing needs. For example, Service Level Agreements, reviewed annually. **Pupil Premium via FSM index.**

Planning:

9. The inclusion of Special Educational Needs issues in development planning

Staff / Inset:

11. Involvement by all staff in CPD relating to SEN issues
12. Senior Management involvement in SEN issues

Independent Reports:

13. Responses from LA and Ofsted reports

Complaints Procedure

The school hopes that it is sensitive not only to the needs of its pupils but also to the wishes of parents and pupils. The Senco adopts an 'open house' approach and is more than willing to see parents during and beyond the school day. Discussion and consultation with parents may cover a variety of topics. For example: the pupil's health and development; the pupil's performance, progress and behaviour at school and at home; factors contributing to any difficulty; further steps which the school might take.

Parents who have a concern which they feel has not been properly addressed, may put their concern, in writing, to the Governing Body.

Parents' right of appeal

Following a statutory assessment by the LA and a decision being made, parents have the right to appeal to the Special Needs Tribunal on the decision. The following reasons may be used by parents to appeal:

- Refusal to make a formal assessment of the child's SEN
- The LA has refused to issue a Statement

Parents often value independent advice and support when their child is being assessed for a possible statement – **Parent Advocacy, through the medium of Parent Partnership.**

The SEN Tribunal

The Tribunal is the final arbiter in disputes between parents and the LA. Its main aim is to consider the needs of the child. Each appeal is heard by a panel of three: a legally trained chairperson, and two members with expertise in SEN and/or local government.

APPENDIX 1

Diagnostic Assessments

1a. CAT 4 Cognitive Ability.

The above are used to establish baseline testing for new Year 7 Intake.

2. Dyslexia/SPLD Assessment

3. Neale Analysis of Reading Ability and Comprehension.

4. Assessment carried out by Sennis staff – external intervention.

5. Formal Assessment by Educational Psychologist.

6. Formal Assessment by area Community Health: ADHD Foundation/ASD Pathway

7. Assessment by Outreach Provision-Bankview

8. Literacy Assessment: Reading, Parts of Speech, Punctuation and Handwriting as part of English Curriculum.

APPENDIX 2

Educational Psychology Service- Ms Esther Nelson

Special Educational Needs Support Service -Mrs Helen Anywl

Autistic Spectrum Disorder : Pathways Team-Everton Valley

Sensory Team : Mrs D Pugh

Speech Therapy: Mrs Jane McGuffog

Occupational Therapy: Kate Owens

Parent Partnership: Kelly Carey

Community Health: Katie Callaghan

Attendance Officer: Carol Smith

APPENDIX 3

Resources to Support SEN

1. CPD materials to departments.
2. Beat Dyslexia: Structured Programme, Levels 1, 2, 3, to support SPLD pupils
3. Ace Spelling Dictionaries to support SPLD pupils
4. Personal spelling dictionaries – Year 7
5. Lexia: ICT Spelling programme
6. Resources to Support Phonic Deficits and Comprehension: Skillsbuilder
7. Support Files for Language/Basic Skills
8. ICT : Boardworks Differentiated Tasks
9. Laptops trolleys for pupil use available in each curriculum area.
10. 'Lifeboat' materials to support SEN Literacy
11. Key Words Posters in curriculum areas
12. Coloured overlays to support SPLD pupils with reading/Irlen's Syndrome
13. Learning Support Assistants to enable pupil access in curriculum areas
14. CPD folders to support skills of Learning Support Assistants/Teachers.
15. Resources funded via Pupil Premium: One-to-one tuition, small group tuition, additional curriculum.
16. Enrichment activities: Sport, Music, educational visits funded via Pupil Premium.
17. Ready reference pamphlets for parents/carers/teachers on a variety of topics: ASD, SPLD, ADHD, SCLN.

APPENDIX 4

Documents Consulted

Every Child Matters

Pupils with Problems: DfE

Excellence for all Children: DfE

Principles into Practice-Effective Education for Pupils with Emotional and

Behavioural Difficulties: Ofsted

Special Educational Needs and Disability Act Sept. 2002

Senda

Inclusive Schooling DfE

Green Paper: Support and Aspiration-March 2011

Seal Policy

Report: DCSF School Accountability&Testing.-2009

Influences and Leverages on Attainment: Policy Review 2009

Learning Behaviour: Lessons Learned-Review of Behaviour Standards and Practices in School-2009

Emotional Literacy Curriculum-school resource booklet.
Tough Issues, Tough Choices.

Pupil Premium-DoE

Appendix 5

Special Educational Needs: Inclusion.

Inclusion is about raising the self-esteem and attainment of all pupils, regardless of: their background, race, class, gender, or disability. Fundamentally, it is about removing the barriers to learning.

Social Exclusion occurs when individuals come from a combination of linked problems: unemployment, low income, poor skills, poor housing, high crime environments, bad health and family breakdown. This means that they are cut off from the things that most of us take for granted: qualifications, a job, a home and a safe environment. Every pupil has the right to develop their potential. Therefore, Inclusion is about opportunities and the framework to access those opportunities.

Fazakerley High School embraces the challenges of creating supportive pathways to enable all our pupils to achieve positive outcomes, both in the learning and social contexts. As a school, provision is regularly reviewed and adaptations made to adjust to particular needs. This forward approach contributes to the greater good of all pupils' learning and entitlement: effective practice and levels of communication are deployed to best serve the community of the school and its pupils.

Every child may experience a Special Educational Need at some point in their life: extra support with part of the curriculum, building confidence and self-esteem, a network of support in times of separation, loss. Special Educational Needs is multi-faceted. Our primary goal, as a school, is to equip our pupils with the skills, emotional and academic, to take them confidently into their adult lives.

You may find the following links useful:

Department for Children, Families and Schools-info@dcf.gov.uk

Dyslexia Action-www.dyslexiaaction.org.uk

Epilepsy Action-epilepsy@epilepsy.org.uk

ADHD-www.liverpooladhd.org.uk

Dyspraxia Foundation-www.dyspraxiafoundation.org.uk

RNIB-janet.beale@rnib.org.uk

Events in Liverpool for pupils who are blind/partially sighted.

Speech and Language-www.talkingpoint.org.uk

National Autism Plan-www.bacch.org.uk/niasa

National Deaf Children's Society-www.ndcs.org.uk

Attachment Disorder-www.attachmentcentre.org or <http://attachmenttherapy.com>

Family Fund-help for families-children with disabilities-jae@familyfund.org.uk

Eating Disorders Association-www.edauk.com

Stressbusting-ideas for reducing stress- www.stressbursting.co.uk

Bipolar Aware-www.depression.org.uk

Careline-www.carelineuk.org

Young Minds-www.youngminds.org.uk

The National Self-Harm Network- www.nshn.co.uk

The Challenging Behaviour Family Linking Scheme-
www.challengingbehaviour.org.uk

Liverpool Advocacy Service-parentpartnership@liverpool.gov.uk

Appendix 6:

Promoting Mental and Emotional Health:

The role of the learning support co-ordinator is significant in promoting mental health among staff, support staff, students, parents and governors. Mental health education is very important in today's world. Through the PSHE curriculum, it is important that pupils fully appreciate the personal nature of mental health and understand the following: the value of individuals and their right to be as they are; respect for difference and awareness of stereotypes; relationships and the emotions which can attach to them; the power of communication; the management of anger and stress; dealing with loss, unsafe situations, risk-taking behaviours, as well as an exploration of social justice.

Emotional intelligence is likely to have a major impact upon human success, achievement and well-being. It is a key factor in personal success and can be recognised through such qualities as determination and resilience and we often see this in our pupils. We want to give pupils the ability to deal with setbacks and disappointments and to raise their personal self-esteem, take risks and have the confidence to leave their comfort zone.