



**THE WORDSLEY SCHOOL  
BUSINESS & ENTERPRISE and  
MUSIC COLLEGE**

**Special Educational Needs Policy  
Updated September 2010  
Review date September 2012**

This **Special Educational Needs Policy** is based on the core values as of The Wordsley School Philosophy:

- **Everyone has the right to learn.**

We educate young people to the highest standards to ensure that their potential is realised.

- **Everyone shows respect for others**

We value all pupils equally and constantly promote a sense of purpose, self-confidence and shared values.

- **Everyone takes responsibility for their actions.**

## **1. Philosophy and definition**

All pupils at The Wordsley School have entitlement of support for their learning needs enabling them to develop skills, knowledge and understanding to full potential and maximum personal benefit.

We define special educational needs in terms of a stages level of difficulty a child has compared with the majority of children of the same age and the provision and resources available at each stage.

*School Action* characterised by short-term difficulties in understanding, temporary drop in self-esteem and minor emotional problems.

Low basic skills or specific learning difficulties supported by basic skills programme.

*School Action Plus*

characterised by very weak basic skills, emotion and behavioural difficulties, or specific learning difficulties supported by basic skills programme advised by LEA support agencies.

*Statement*

characterised by very weak basic skills, emotion and behavioural difficulties, or specific learning difficulties supported by a programme prescribed by a statement of support.

## **Principles**

We believe that:

- All pupils are entitled to a broad and balanced and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods;
- Pupils are entitled to access the national curriculum
- Pupils learning happens alongside their physical, emotional and spiritual development
- All teachers at The Wordsley School are responsible for meeting the needs of the pupils they teach.
- Parents have an important role in deciding suitable support
- Pupils have a valuable role in helping to design effective support programmes
- Governors have responsibility for ensuring the school implements its special needs policy

- The school takes account of Race relations (Amended Act 2001) and Sex Discrimination and SENDA

## 2. The Role and Responsibility

### *SEN Coordinator*

The Special Educational Needs Coordinator is **Mrs C Lawrie** who is responsible to Mrs H Griffiths, Assistant Head Teacher. Learning Support Staff include The equivalent of two teachers , one Level 3 Teaching Assistant, ten Teaching Assistants, Specialist Teachers, and Outside Agencies who are responsible to the SENCO in their work with SEN children.

The responsibilities of the SEN Co coordinator may include: (*SEN code of Practice*)

- The day to day operation of the school's Special Educational Needs Policy.
- The deployment of support staff.
- Liaising with and advising fellow teachers.
- Initial assessment and diagnosis of pupils including liaison with primary feeder schools.
- Advising and arranging INSET with regard to SEN issues.
- Taking the lead in managing provision for pupils in key stage 3 and 4.
- Updating and overseeing the records of all pupils with Special Educational Needs.
- Writing IEP's with consultation with teaching and support staff.
- Monitoring and reviewing IEP's.
- Working in partnership with parents of pupils with Special Educational Needs.
- Liaising with external agencies including the educational psychology service, and other support agencies, medial and social services and voluntary bodies.
- Arranging and chairing the annual review of pupils with statements and those with School Action Plus.
- Making referrals for a Statement of Education and providing sufficient evidence.
- Making special arrangements for SEN pupils taking SATs and GCSE examinations with subject teachers and examinations secretary.

### **The Governing Body**

It is the role of the school's governing body to be up to date and knowledgeable about the SEN provisions available, including how funding, equipment and personnel resources are deployed. The nominated Governor for SEN is Mrs Sarah Sivell. It is their role as governors to ensure that the SEN provision is an integral part of the school development plan and that the quality of the SEN provision is continually monitored.

### **The Support Staff**

- To take responsibility for supporting named children with identified special needs and/or statements.
- To support the child(ren) in class and/or withdraw in order to meet their IEP targets.
- To keep accurate records of each pupils progress using the recording devices provided by the SEN Coordinator.
- To liaise with the SEN Coordinator.
- To be active in seeking further training provided by the school.
- To be available to contribute to the Annual Statement Review.

## **3. Admissions**

Pupils with special educational needs but without statements are treated as fairly as all other applicants for admission. *'Admission authorities must consider applications from parents of children with special educational needs but with no statements on the basis of the school's published admissions criteria' (SEN Code of Practice).*

The policy and guidelines for admissions of all pupils is outlined in the schools general admissions policy and arrangements as per LEA policy.

Prior to admission parents of SEN children are given time to share information and concerns regarding the transition with the SENCO. This allows necessary resources and arrangements to be put in place.

#### **4. Communication**

The SEN coordinator will meet regularly with members of the Support Staff team to discuss the progress of named child in relation to the targets on their IEP.

A summary of the statement of each pupil is produced annually in a booklet for all staff. This is also available on the Teaching Shared Area on the Computer.

The SEN register is updated regularly and distributed to all staff members. This is also available on the Teaching shared area.

A booklet of all IEP's is distributed to staff twice yearly and is available on the teaching shared area.

#### **5. Staffing Provision**

All staff have responsibility for meeting SEN needs

SENCO/Teacher	1.0
Learning Support Teachers	1.0
Level 3 Teaching Assistant	1.0
Teaching Assistants	10.0
Other Staff	0.2
Total Staffing	13.2

## 6. Expertise and Training

The school operates a 'Key Skills Group'. This is designed for pupils with very low KS2 attainment levels. The selected pupils are taught for one third of their timetable English, Maths and Humanities within the group following the national curriculum. It is aimed at providing an easier transition into secondary education helping to build self esteem and give the pupils more support.

The Wordsley School has staff with expertise in the education of pupils with learning difficulties. We also have a commitment to continuous staff training and development with regard to meeting the individual needs of all children within the classroom and through statement support. We are committed to maintaining and improving the level of staff expertise in this area.

All staff are made aware of their responsibilities towards pupils with special educational needs whether or not pupils have a statement of special education needs. All staff have access to this policy, the register of special needs, Individual Education Plans (IEP) and guidance booklets for meeting the needs of a variety of learning, sensory and behavioural difficulties.

The SENCO and other Special Educational Needs staff keep up to date with new developments in Special Educational Needs by:

- Reading relevant Special Educational Needs literature.
- Subscription to Special Educational Needs journal.
- Regular access to Special Educational Needs web sites (E.g. SENCO Forum, DfES Special Educational Needs site, NASEN...).
- Attendance at Dudley SENCO Forum.
- Attendance at Dudley Short courses.
- Informal Advice from external agencies.
- Accredited training.

## **7. Resource Allocation**

The Special Needs Department has its own budget to be managed by the SENCO. The principle informing Special Educational Needs resource deployment is one of raising children's skills, ensuring access to the curriculum and taking account of individual needs.

Resources include:

- Staff expertise and time
- Wide range of books, materials and tasks to suit pupils of differing abilities. Reading books have been especially chosen to be at the interest level and reading level of those on the SEN registers
- A range of information technology facilities including SEN register spell checkers, lap top computers and CD Roms.
- Library provision which reflects the needs of pupils with special educational needs.
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Funding is allocated by LEA formula and includes:

Teaching and non teaching staff  
Learning Support Capitation  
Curriculum area capitation on SEN (5-10%)  
Pupils with Statements  
Use of LEA Support Services

## **8. Identification, Assessment and Review**

Pupils with Special Educational Needs are identified as early as possible through close contact with feeder schools and parents. A system of passing on records from primary schools is in place and the SENCO visits the primary school prior to year 6 pupils joining The Wordsley School.

Clear procedures for identification are:

- Previous teaching records
- Current teaching records
- Half yearly screening
- NFER screening
- Key Stage SAT's results
- Teaching assessments and observations
- Information from parents



- Staff discussions with SENCO and other colleagues
- Detailed monitoring and Individual Education Plan reviews
- Specialist expertise
- Opportunities for pupils and parents to be involved
- Individualised of planning
- Frequent and detailed reviews of progress

The Wordsley School follows the guidelines within the SEN Code of Practice (2001), this outlines a model of action and intervention to help children who have Special Educational Needs. This approach recognises that there is a continuum of Special Educational Needs and where necessary, increasing specialist expertise will be brought to bear on difficulties that a child may be experiencing.

Support provided will be within the context of an inclusive curriculum and employ the suggestions as outlined in the Special Educational Needs Toolkit (section6) Strands of Action to meet Special Educational Needs

The Wordsley School adopt a staged approach to meeting the needs of pupils with SEN as recommended by the revised Code of Practice for SEN.

The triggers for intervention at School Action will be concern underpinned by evidence that a child, despite receiving differentiated learning opportunities is making:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area 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 school's usual behavioural management techniques
- Has sensory or physical problems and continues to make little 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. SEN Code of Practise (2001)

Once a pupil has been identified following the above criteria the decision to place the pupil at School Action is taken with consultation between teachers, SENCO and parents.

## Provision at The Wordsley School

### *School Action*

The structures and systems that may be used are:

- Transition Group
- Year 10 option COPE
- Accelerated reading programme.
- Accelerated numeracy programme.
- Reading Buddies
- Reading and comprehension groups.
- Individual sessions working on IEP targets
- In class support
- Homework clubs
- Mentoring
- Anger Management
- Continued discussion with colleagues re progress
- IEP is written and distributed.
- Review of progress twice yearly with SENCO, colleagues and support staff. This is discussed with parents/carers and pupil at Review and Guidance.

If the pupil continues to make little or no progress this will be discussed with teachers, SENCO and parents at each review of the child's Individual Education Plan. A decision may be taken to refer the pupil to an outside agency and move them to school action plus stage.

### *School Action Plus*

The triggers for intervention at School Action Plus will be that despite receiving individualised support under School Action the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of children of similar age.

- Continue to have difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behavioural management programme.
- Has sensory or physical problems and requires specialist equipment of regular advice or visits by a specialist service.
- Has an ongoing communication and/or interaction difficulty that impede the development of social relationships and cause substantial barriers to learning.

(SEN Code of Practice 2001)

The SENCO and teacher in consultation with parents will seek advice or support from external specialists. Additional strategies to those at School Action are put in place and an IEP is written and the SENCO will coordinate the following:

- Any further assessment
- Planning future interventions
- Monitoring and reviewing the action taken
- Liaising with outside agencies

### **Provision at School Action Plus**

The structures and systems are as School Action with the addition of:

- Outside agencies assess the pupil's needs and suggest targets and strategies to be incorporated into an IEP. Where appropriate work on personalised learning programmes.
- A review takes place twice yearly and is attended by the SENCO, parent/carer, pupil and outside agencies when appropriate.

If the pupil continues to make little or no progress this will be discussed with teachers SENCO and parents at each review of the child's Individual Education Plan. In severe and complex cases, a decision may be taken that a referral should be made to the Directorate of Education for a Statutory Assessment of Special Education Needs.

### **Review**

IEP reviews take place twice yearly to which the SENCO, pupil, parent and other relevant outside agencies attend. Statement

pupils also have a yearly review with the SENCO, parent, pupil, outside agencies and a representative from the SEN team.

## **9. Inclusion**

Principles of inclusive education

- Inclusion is a process by which schools, local education authorities and others develop their cultures policies and practices to include pupils.
- With the right training strategies and support nearly all children with special educational needs can successfully be included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the view of parents and children.
- The interests of all pupils must be safeguarded.
- Schools local education authorities and others should seek to remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

*Inclusive Schooling DfES/0774/2001*

## **10. Facilities and Physical Access**

Additional facilities and physical access are ongoing through the Whole School Development Plan.

- ICT support
- Specialist Equipment
- Specialist aids
- Disabled ramps and toilet
- Mobile lift

## **11. Evaluation of SEN Provision**

The evaluation is ongoing and reported to the Governors annually.

Analysis of SEN pupil performance data:

- Valued added using P levels, NC levels
- Improvement in reading and spelling scores

- % achieving IEP targets
- Number of exclusions
- SEN attendance
- Number of pupils moving up, down or off SEN stages

Lesson observations

Feedback from teachers, support staff, parents and pupil.

Minutes of key SEN meetings

Evidence of impact of SEN training for SEN staff

## **12. Complaints**

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communications between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents.

Procedures at the Wordsley School

- If a parent is not satisfied with the Special Educational Needs arrangements for their child the problem should first be discussed with the form teacher. A meeting at a mutually convenient time is arranged. The SENCO is informed.
- If a satisfactory outcome is not achieved a meeting is arranged between the parent, teacher and the SENCO.
- In some cases it may be necessary to involve the Head teacher
- Parents are given the opportunity to speak to the SEN Governor.
- If still no solution is found parents are advised to contact the LEA.
- The school informs the LEA.

## **13. External Support**

The school has a named school nurse, educational psychologist, councillor and connexions advisor to whom references are made.

Similarly contact is made with the Social Services Department and Education Welfare Service as appropriate. We also work with the following services provided centrally by the local Education Authority and the Health Authority.

- Learning Support Services
- Hearing Impairment Services
- Autistic Outreach Team
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- CAMHS
- LACES Team
- Home and Hospital
- ESW
- Travelling Children Services
- EMAS
- Educational Psychologists

#### **14. Parent Partnership**

All staff will actively work with parents of pupils with Special Education Needs to enable and empower as per the SEN Code of Practice (2001).

Parents must always be informed when a teacher first identifies that a child has special Educational needs.

In The Wordsley School we endeavour to communicate positively with parents by:

- Using parental knowledge
- Focus on the child's strengths as well as areas of weakness
- Recognise the personal and emotional investment of parents
- Ensure parents understand the procedures
- Respect differing perspectives and seek constructive ways of reconciling different view points.
- Respect the differing needs parents themselves may have
- Recognise the need for flexibility in the timing and structure of meetings.

The Wordsley School will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.