

## **ROYAL ALEXANDRA & ALBERT SCHOOL**

### ***SPECIAL EDUCATIONAL NEEDS POLICY***

The purpose of SEN provision is to enable young people to flourish socially, morally as well as academically in life. These aims, also prominent in the school's mission statement, hope to be met through the execution of teaching and support strategies used in the classroom and the advice given to departments in the planning and differentiation of prescribed schemes of work.

This policy is in keeping with the school's teaching and learning strategies, and other school policies. The school promotes a policy of integration, entitlement and equality of opportunity to all students. The governing body and staff of the school take collective responsibility for special needs in order to ensure that all students enjoy a broad and balanced curriculum that meets individual needs through the use of relevant and differentiated teaching and learning strategies.

The school is committed to the functional integration of students with special needs into the wider curriculum – both social and academic. The school believes it is important to meet the individual as well as the special needs of each student within its care. The school recognises the need for on going monitoring and evaluation of current practice and to provide individual programmes of study for those students who are experiencing difficulties.

We support County policies and guidelines for statemented children and follow the prescribed 'statement objectives'. We also endorse the National Legal Requirements as laid down most recently with 'The Revised Code of Practice 2002', the 1996 Education Act and the Special Needs and Disability Discrimination Act 2001

### **PRINCIPLES AND OBJECTIVES HELD BY THE SCHOOL**

- The needs of all students, who have special educational needs, either throughout or at any time during their schooling should be addressed.
- All staff have a responsibility to students with SEN
- All students with special educational needs should have full access to all appropriate provision, including the National Curriculum, and this should be relevant and differentiated.
- Effective assessment and provision will only be secured by providing the greatest possible degree of partnership between parents and their children, the school, and, where appropriate, the LEA and external agencies.
- Support should be provided, wherever possible, within the ordinary classroom setting.
- There should be varied and flexible provision to reflect a continuum of need.
- Provision for students with SEN should match their need. There will be regular recording of a student's special educational needs, of the action taken by staff to address these needs and the outcomes achieved.
- The school endorses the right for students with special educational needs to be educated in a mainstream school provided it is not incompatible with the efficient education of other students
- The school has regard to the Special Educational Needs Code of Practice, 2002 and the special educational needs provision in the Special Educational Needs and Disability Discrimination Act 2001.

- There is a commitment to the provision of appropriate opportunities for curriculum and professional development for all staff in relation to SEN

## **RESPONSIBILITIES**

- **The Governing body has the responsibility to:**

- Determine, monitor and evaluate the school's SEN policy
- To ensure that there is a named governor responsible for SEN
- Do their best to ensure the necessary provision for any students who have SEN
- Ensure that there is a named person delegated for the responsibility of SEN
- Ensure the staff's understanding and identification of SEN
- Ensure that a student's SEN is known to all staff likely to teach him or her
- Ensure that students have access to the curriculum and can take part in other activities of the school, in so far as it is reasonably practicable and compatible with each student receiving the necessary SEN provision, whilst maintaining the efficient education of other students in the school and effective use of resources.
- Report annually to parents on the implementation of the school's policy for all students with SEN
- Have regard to the Code of Practice when carrying out its duties toward all students with special educational needs
- Ensure that the parents are notified of a decision by the school that SEN provision is being made for their child.

- **The Head Teacher, has responsibility for:**

- Determining policy with the governing body
- Day to day management of SEN provision through appropriate school structures
- Informing the governing body of changes to provision

- **The SENCO, has responsibility for the:**

- Liaison with the Head teacher, SMT and staff, to determine the strategic development of the SEN policy and provision
- Day to day operation of the policy
- Liaison with and the advising of staff, parents and external agencies on concerns relating to special needs
- Co-ordination of provision for students with SEN
- Overseeing of the SEN records
- Managing of the SEN team of teachers and assistants
- Contributing to the in service training of staff

- **All Staff have the responsibility for:**

- Being aware of the school's SEN policy and procedures
- Implementing the policy
- Reducing barriers to learning for students with SEN

## **IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES.**

### ***Definition:***

The school recognises that a student has a learning need if they:

- Have a significantly greater difficulty in learning than a majority of children of the same age; or
- 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
- Are more able

It must be noted that:

- Students will not be regarded as having a learning difficulty solely because the language, or form of the language of their home, is different from the language in which they will be taught.
- If students have a learning difficulty, which the school feels requires special educational provision, then application for statutory assessment by the LEA will be made

The school recognises that there are a variety of special educational needs including:

- Cognition and learning needs
- Emotional, behavioural and social development
- Sensory and/or physical needs
- Communication and interaction
- Medical conditions

## **IDENTIFICATION AND ASSESSMENT**

Students may be identified as having special educational needs using:

- Information from feeder schools
- Information obtained by standardised test
- Observation of students in lessons
- Durham University assessments
- Parental care concerns
- Staff referral
- School monitoring systems
- Curriculum assessments
- Public exams
- Progress against literacy and numeracy objectives
- Information from external agencies

***In practice, we do not rely on one source of information***

When a student is identified as ‘showing concerns’, this may require the SEN department to collate detailed information from staff, parents and the student, themselves, in order to obtain a broad picture of progress. It may also become necessary to conduct formal assessments in order to allow the SENCO to decide upon the pupil’s specific needs. A decision is then made on the extent of intervention required in order to address the student’s special educational needs.

A student is only recognised as having special educational needs if he or she requires provision, which is, additional to or different from, that which is available to students in the school. If he or she is identified as having a special educational need parents/ carers will be informed and the student will have access to school action provision.

If students arrive with information which identifies them as having special educational needs at his/her previous school, they will continue to be identified as such and provision will be made to meet those needs unless, after discussion and agreement with parents, it is deemed unnecessary.

### **School Action**

If a student is placed at school action, an IEP, (individual education plan) will be devised which will state the objectives we wish the student to achieve over a given period of time. After discussion with students, these objectives will be broken down in to short-term achievable targets. It will also state the provision, which is additional or different from those generally available for all students, which will be put in place to meet the objectives. Parents and the students are involved in the review and decision making progress.

The IEP is reviewed, at least, twice a year. At these reviews there will be an opportunity to decide whether to continue at School Action, or to involve external specialists in order to provide further assessments or advice in order to move the student to School Action Plus, or to conclude that the provision has been successful so the student no longer needs special help and their needs can be met through the differentiated curriculum available to all. Parents and the pupils are involved in the review and decision making process.

### **The *trigger* for School Action intervention is therefore:**

- A decision made at initial assessment or School Action Plus review
- Following discussion between teachers, parents, the collation of information from standardised testing, or others’ concerns, underpinned by evidence, it is decided that a student’s needs require a greater intervention than would be available through the normal differentiated practice.

### **Pupils will show they are:**

- Making little or no progress even when teaching approaches are targeted particularly in the student’s identified area of weakness
- Showing signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Persistent emotional and / or behavioural difficulties that are not met by the schools behaviour policy
- Displaying physical and sensory problems and continues to make little or no progress despite the provision of specialist equipment
- Display communication / interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

**The SENCO is responsible for ensuring that:**

- The students learning difficulties are assessed
- The SEN provision is planned, monitored, reviewed and evaluated
- Parents are consulted
- Liaison with any external agencies, concerning a student, takes place
- An IEP is drawn up in close consultation with parents, student and relevant staff
- The SEN records for School Action are completed

**Subject Teachers have responsibility for:**

- Working with the student in the classroom towards successful achievement of the targets and objectives in the IEP, where relevant
- Using strategies to support the IEP
- Continuing to support the student to access the curriculum
- Contributing to School Action SEN records and reviews, when requested

**Tutors have a responsibility:**

- To contribute to the schools records and reviews when requested
- Implement the pastoral requirements when appropriate.

**The Provision at School Action may include:**

- Different learning materials or the use of special equipment
- Group or individual support within mainstream lessons
- Consultation with staff about the nature of intervention required
- Monitoring the provision and strategies already in place
- One off advice from external agencies
- Short term intervention programme devised to meet a specific need involving withdrawal from mainstream lessons
- A home-school intervention programme

This information will be included in the IEP

**School Action Plus**

A student will be placed at the School Action Plus in consultation with external specialists. These agencies will be used to help advise and assess the student. There is a joint production and delivery of the IEP by the school and external support services.

**The *trigger* for School Action Plus is:**

- A decision at School Action review because, despite an IEP the student:
- 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 students of similar age
- Continues having difficulty in developing literacy and numeracy skills
- Has emotional and or behavioural difficulties which, substantially and regularly, interfere in their own learning or that of the group despite having an individual behaviour programme
- Has sensory or physical needs, and requires additional specialised equipment or regular advice and visits, providing direct intervention to the pupil and advice to staff, by a specialist service
- Has on-going communication or interaction difficulties that impede development of social relationships and cause substantial barriers to learning
- The authority decides not to maintain a statement
- Following discussions with outside agencies about an initial concern it is agreed that more intensive help is needed than would be secured by School Action

**The SENCO is responsible for:**

- Ensuring parents and the students are consulted
- Ensuring the student's records are available to outside agencies
- Drawing on advice of outside specialists e.g. educational psychologists and other outside services relevant to the student's needs
- Ensuring an IEP is drawn up in close consultation with parents, students, relevant staff and outside agencies
- The student's teachers are advised and informed of the student's needs
- The SN provision is planned, monitored, reviewed and evaluated

**Subject Teachers have a responsibility for:**

- Working with the student in the classroom towards the successful achievement of the objectives in the IEP
- Using strategies to support the IEP
- Continuing to support the student's access to the curriculum
- Contributing, when requested, to School Action Plus records and reviews by informing the SENCO of the student's progress.

**Tutors have a responsibility:**

- To contribute, when requested, to the SEN records and reviews
- Implement the pastoral requirements where appropriate

**The provision at School Action Plus may include:**

- Different learning materials or specialist equipment
- Group or individual support in mainstream lessons
- Consultation with staff about the nature of intervention required and considering a range of teaching approaches and materials, including ICT
- Monitoring the provision and strategies already in place, which may involve external specialists
- Advice from external agencies
- Additional specialist assessments by external specialists
- Intervention programme devised to meet a specific need involving withdrawal from mainstream lessons
- Home –school intervention programme

This information will be included in the IEP

**Requesting a statement**

Some students may continue to demonstrate significant cause for concern, despite help given through School Action Plus, so the school, in consultation with parents and the student, may request the LEA to implement a statutory assessment.

**The *trigger* for this referral is:**

- A decision at School Action Plus review that the student's needs appear so substantial that they are not being met, effectively, by relevant and purposeful action within resources normally available for the school

**The SENCO is responsible for:**

- Ensuring that students and parents are informed and support the school's request to the authority to consider a statutory assessment
- Submitting the necessary evidence, including information from previous reviews and from external agencies
- Submitting educational advice as part of any multi professional assessment after consulting other staff
- Ensuring that parents are aware of their rights
- Ensuring that parents are aware that the decision to proceed with assessment belongs to the authority not the school
- Ensuring that School Action Plus provision continues

**The Subject Teacher is responsible for:**

- Working with the student in the classroom towards the successful objectives in the IEP
- Contributing towards that IEP, where appropriate, by developing subject targets related to the objectives set out in the IEP
- Contributing to the referral process by informing the SENCO of the student's progress

**Tutors have responsibility for:**

- Contributing to the SEN records and review as requested
- Implementing pastoral requirements where appropriate

**The LEA has responsibility for:**

- Considering the evidence submitted and deciding whether a multi professional assessment should proceed
- Carrying out an assessment to meet the needs of a student or giving guidance on what other actions should be taken in place
- Requesting advice from school, parents and others
- Deciding on whether a statement will be issued
- Informing parents and the school of its decision
- Providing parents and the school with a copy of the statement

**Statement**

The LEA, for a small number of students, issues a statement of special educational needs. The LEA lists the objectives and provision required to meet a student's needs. A statement usually provides extra funding to help meet the student's needs. A statement can only cease, by the LEA, at a review meeting where parents and school will be present.

**The LEA is responsible for:**

- Producing the final statement that details the student's needs and specifies the provision to be made by the school and the LEA.
- Monitoring the delivery of provision as specified in the statement at the annual review.
- Modifying or ceasing to maintain a statement.

**The Governing Body is responsible for:**

- Ensuring staff are aware of a student's needs and provision specified in the statement
- Ensuring delegated resources, as specified in provision of an individual statement, are available for use by that student.

**The SENCO is responsible for:**

- Ensuring that all, who teach a statemented pupil, are aware of their needs

- Ensuring IEPs are developed relating to the objectives specified in the statement
- Ensuring the IEPs are regularly monitored, evaluated and reviewed
- Ensuring that SEN provision is monitored, evaluated and reviewed
- Ensuring statutory reviews are conducted according to LEA policy
- Informing the LEA of students within the school who have statements and if any of these students leave the school

**Subject Teachers are responsible for:**

- Working with the student in the classroom towards the successful achievement of the objectives in the statement
- Contributing towards the IEP, where appropriate, by following strategies indicated in the statement or on the IEP
- Contributing to records or reviews by informing the SENCO of progress being made by the student
- Contributing to the statutory annual review

**Tutors have a responsibility:**

- To contribute to the SEN records and reviews
- Implement the pastoral requirements, where appropriate

**Reviews**

Student's progress towards the targets and objectives on their IEPs is normally reviewed twice a year. This will involve:

- Information being collected from relevant staff
- Reassessment of the pupil using standardised tests if appropriate
- Recording progress towards targets
- Parental views
- Self assessment by the student of needs and progress

Parents are kept informed of progress through the annual review and also parents consultation meetings.

**PROVISION**

*SPECIAL EDUCATIONAL PROVISION MEANS:*

*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 school's maintained by the LEA, other than special schools, in the area.*

*See section 312. Education Act 1996*

**INCLUSION**

Care is taken to integrate students not only in school but also on school visits and social activities. The school tries to ensure students with SEN participate in the activities, together with students who do not have SEN, in so far as it is reasonably practicable and compatible with the efficient education of all children in the school whilst receiving the necessary special provision in order for them to access the activity

## **Delivery of a Balanced Curriculum**

Effective management of the Curriculum and the differentiation of learning activities within subjects help the school to meet the needs of the individual pupil. Teachers use the National Curriculum programmes of study to teach knowledge, understanding and skills using the most appropriate strategies to meet the needs of the individuals.

Differentiation, pace of lessons and varied activities form the basis of planning used by the school in its recognition of a student's individual needs. Planning is paramount as we try to address progress and individual intellectual ability.

The National Curriculum is a statutory requirement, for all pupils, which sets out the areas and content of learning within each Key Stage. This secures access to essential areas of learning and provides for the development of knowledge, understanding and skills necessary for self-development, and for students becoming active and responsible citizens.

RAAS also has a curriculum, which is broad and balanced, and, at Key Stage 4, we offer suitable subjects to help pupils, at all levels, to develop their own personal skills. The successful integration of examinations such as Leisure and Tourism and ICT has been of great benefit to a wide variety of our pupils.

Beyond this we try to ensure that:

- All pupils have an entitlement to a broad and balanced curriculum including the National Curriculum
- The staff will be informed of the ever-changing needs of the students within their classes. Through differentiation and individualised teaching strategies, the subject teachers will meet the needs of each and every student.
- The special needs department and school place a great importance on special needs and require each department to draw up their own policy outlining how the needs will be met.
- The school, through INSET, hopes to raise staff awareness and to develop strategies to help students within the classroom
- The student's needs are the most important consideration and close monitoring is carried out so that they move from one year to the next with minimum disruption and guidance concerning options which are available.
- Teaching Assistants work either in the class, with the subject teachers, or withdraw students from lessons for more detailed work.

### **1. IN CLASS SUPPORT / WITHDRAWAL**

Some students are supported within class support as part of the additional support highlighted on their IEP. This support aims to assist student's access the curriculum whilst being taught alongside their peers. In class support is also used to help differentiate in order to meet a student's needs. This can take the form of subject advice, assistance in the production of materials or tasks, or team teaching. A student may also be extracted for part or whole of an occasional lesson for more intensive help in an area of concern relating to the subject.

A few students may be withdrawn from selective areas of the curriculum for more intensive work on their basic skills or to encourage social skills. This is done in a sensitive manner and care is taken to ensure it causes minimal disruption to their studies. Withdrawal is always discussed with parents and students. Students are only withdrawn for a limited period and are returned to lessons as soon as possible. In order to minimise disruption to lessons some pupils are supported at lunchtimes or after school. This may help with homework, social skills or basic skills.

## **INSET**

As part of the on-going process of raising awareness of special needs within the school, the Headmaster, Governors and Special Needs Co-ordinator ensure that:

- Staff in-service training in areas that relate to specific needs of individuals, takes place to enhance potential
- All staff, house tutors, ancillary staff and classroom teachers are encouraged to take part in additional training to enhance their knowledge in the different and sometimes specific areas.
- The SENCO will relate any information and skills acquired to the relevant staff when and where appropriate
- The external agencies are a valuable tool for presenting alternative or reinforcing original strategies. Their skills will be utilised to maximise the student's true potential.
- Teaching assistants are offered opportunities to develop skills in key areas through a wide range of courses.

## **RESOURCES**

The funding for the Special Needs Department is carefully monitored to maximise the learning potential of our students. A breakdown of the funds into personnel and support material is considered very closely when funds are spent.

- Level 2 funding is spent on the statemented and non-statemented students who have an identified learning difficulty. It is used to enhance the students learning potential. In class support, some withdrawal and an increased amount of support materials are the schools main priority.
- Statemented pupils have specific teaching assistants allocated to them and have additional materials available for them.
- Students at School Action Plus of the Code also generate additional funding from the County. This can be used for small group work, prep support, additional material and in class support.
- The Governing Body of the school monitors the spending of funds and also nominates the Special Needs Governor who looks at use of finance and its effectiveness in the school.

## **ADMISSION ARRANGEMENTS**

The school is a caring and friendly environment, which strives to cater for the full ability range, and the presence or absence of a SEN is not a factor in the selection of students.

The SENCO works closely with the admissions officer and also the Headmaster on this process.

## **SPECIALISMS**

The school has developed expertise in meeting the needs of children with specific difficulties. Special needs staff, both internal and external, are experienced in supporting students with a wide range of specific difficulties and ' individual education plans ' are drawn up for those children whose needs cannot be met without additional individualised provision.

## **PARENTS**

This term is used throughout the document and it refers to those people who have ‘parental responsibility’ for the student, which may include carers.

- The school values parent involvement and seek their views at every opportunity.
- Parents will be informed if their child has special needs
- Parents are kept informed of progress and invited to review meetings. This may be by phone, letter, and meeting or by e-mail. Every effort is made to see which method the parents prefer.
- Parents views are valued and recorded
- Parents are asked to contribute to student’s learning
- Parents have access to the students’ IEP
- Parents may meet the SENCO at any time to discuss progress
- Parents have access to user friendly policy documentation
- Parents are informed in the Parents in Partnership scheme
- Parents are informed if any external agency is working with their child

## **STUDENTS**

The school believes that the student should take an active part in their learning and all issues are discussed with them.

- Students are involved in reviewing their progress and planning the provision for the next year
- Students are involved in discussing targets to meet their objectives
- Students views are recorded on the relevant documentation
- Students views are valued throughout school activities
- Students have a right to have another person to support them or speak for them if they feel it is necessary
- Students have a right to speak in private, if necessary, about their concerns and about any action that should be taken.

## **CROSS PHASE LIAISON**

The school has one SENCO who operates in Key stages 2-4. It is felt that this approach makes transition easier. Students are monitored throughout and relevant practices are in place.

The SENCO, supported by admin staff, gathers information from “feeder schools”, previous schools and attends reviews were appropriate in the summer term.

Induction day or days, depending on the needs of students, are arranged and students and parents are supported throughout.

If necessary, students are given a buddy when they first arrive at the school to help them settle and get used to the way of life in a different environment.

## **POST 16**

- Students are provided with the opportunity to discuss options and careers with the school advisor as part of Connexions
- Students are provided with work experience relevant to their needs and abilities.
- Relevant SEN records are transferred, if necessary
- Students are provided with support to visits to relevant post 16 providers.
- Reigate College holds interviews at the school.

## **MULTI PROFESSIONAL TEAM**

Since September 2003 the school under the umbrella of the Multi professional team, which meets termly to plan strategies required specifically by the school, has used a variety of outside agencies. Those agencies regularly called upon are:

- Educational Psychology
- Physical Disability Service
- Hearing & Visual Impairment Service
- Speech and Language Service
- Behaviour & Pupil Support
- Language & Learning Support Team
- Connexions
- CAHMS
- EWO
- School Doctor
- ELMA

The agencies are used in the following ways:

- Statutory reviews
- Assessing and advising the school or parents on individual needs and suitability of placement
- Developing and delivering School Action Plus IEPs
- Monitoring the provision for SEN in the school
- Working directly with students

## **MONITORING AND EVALUATING**

The success of the SEN policy will be monitored and evaluated by its performance in relation to the following success criteria:

- All staff are aware of which students have special educational needs and put in to place strategies to support these students
- IEPs are written for all students on the special needs register
- Parents are aware of extra provision provided to meet a student's needs
- The number of students, designated as having special educational needs, changes yearly as pupils move between stages
- Requests for statements, where necessary, are followed through
- All statutory requirements are met
- Students with SEN make progress according to targets set out on their IEP
- Staff attend SEN training /INSET
- There is positive feedback from parents, students and outside agencies

- The Governing Body is responsible for monitoring the policy and reports on it annually in report to parents
- Any alterations that are needed following the review will be highlighted in the annual report to parents
- The LEA can monitor through Audits and Annual Reviews  
Ofsted inspections will monitor and evaluate the school's SEN policy

## **COMPLAINTS**

The school expects the highest standard within special needs. However, should any parent/ carer wish to voice concerns on issues related to special needs they should seek an appointment with the SENCO to discuss their concerns. The assistant to the SENCO will compile a record of such meeting, along with strategies to resolve the issues. One copy will be kept on record and one will be given to those present at the meeting.

If the parent / carer is still dissatisfied they can request to meet with and discuss the issue with the Headmaster or the Governor responsible for SEN.

Frances Hartigan  
SENCO