

SPECIAL EDUCATIONAL NEEDS STATEMENT

This school values the abilities and achievements of all its pupils, and is committed to providing the best possible learning environment for each pupil.

THE SEN AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid identification of all pupils requiring SEN provision as early as possible
- To ensure that SEN pupils take a full part in all school activities
- To ensure that Social Services, LEAs and parents/carers of SEN pupils are kept fully informed of their child's progress and attainment, as appropriate to each pupil's circumstances
- Ensure that all pupils are involved in decisions affecting their future provision

Donyland Lodge will have due regard for the **Special Educational Needs Code of Practice** when carrying out its duties towards all pupils with special educational needs and ensure that those with parental responsibility are notified when SEN provision is being made for their child.

STAFFING

The SEN team of the school is as follows:

SEN Coordinator (SENCO)
3 Learning Support Assistants

EVALUATING THE SUCCESS OF THE SCHOOL'S SEN POLICY

In evaluating the success of the SEN policy the school will take into consideration the views of:

- Teachers and Learning Support Assistants
- Pupils
- Parents/carers
- External professionals

Pupil progress is overwhelming evidence of the success of the SEN policy and this will be analysed carefully through:

- Consideration of the pupils' success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings
- Feedback from Teachers, Learning Support Assistants, Key workers and other Care Staff

IDENTIFICATION, ASSESSMENT AND PROVISION

At Donyland Lodge we have adopted a whole school approach to SEN policy and practice. Pupils who have been identified as having SEN are fully integrated into small classes in which they have full access to a broad and balanced curriculum, including the National Curriculum, and equal entitlement to all aspects of the school.

The SEN Code of Practice 2002 makes it clear that,

All teachers are teachers of pupils with special educational needs

On arrival at Donyland Lodge pupils are assessed informally by observation, discussion and questioning. This information, along with any information passed on from previous schools helps us form an understanding of the pupils' abilities, levels of understanding, barriers to learning and the way they prefer to learn.

Once the pupil has been at Donyland Lodge for a month this information is gathered together into an Assessment Profile to aid future planning in all subjects.

Every week a pupil is discussed in detail and the IEP reviewed and updated. This informs staff of the pupils strengths and difficulties, enabling them to plan accordingly.

During their first weeks at Donyland Lodge the pupil spends time with the SENCo when they are encouraged to engage in assessment activities.

Screening /diagnostic tests used include:

- SNAP
- Bsquared
- Goal Formative Assessment for Literacy and Numeracy,
- Schonell Single Word Reading Test
- Schonell Spelling Test
- Salford Sentence Reading Test
- Initial Assessment (Basic Skills Agency)

SEN PROVISION

When pupils with identified SEN start at school, the SENCO will:

- Use information from previous schools, educational psychologists, PEP, social workers and parents to inform colleagues, shape the pupil's curriculum and pastoral provision in the first few weeks at Donyland Lodge
- Identify/focus on the pupil's skills and indicate areas that require early support
- Ensure that ongoing observations/assessments give teachers regular feedback on achievements/experiences. These are then used to plot next steps in learning
- Ensure that pupils have opportunities to demonstrate knowledge and understanding
- Involve pupils in planning/setting their own targets
- Involve Care Staff in a joint learning approach.

PROVISION PROVIDED FOR PUPILS WITH SEN

There are three main methods of provision provided for by the school, these being:

- Education in classes with additional help and support being provided by subject teachers through a differentiated curriculum.
- In-class support from LSA. This is often specified on the IEP.
- Prime Time. Pupils are withdrawn from lessons to work with the SENCo or LSA. Specific targets are set and an individual programme of study designed to help the pupil to achieve these. Many of the units have a final task that assesses the pupils achievement in meeting the target. This is then recorded on the B Squared assessment and recording programme.

MONITORING PUPIL PROGRESS

Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support through School Action.

Adequate progress is defined as that which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the pupil's previous progress rate
- Ensures full curricular access
- Shows an improvement in self help, social or personal skills
- Shows improvements in the pupil's behaviour

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs, the SENCO maintaining the records and ensuring access when required. In addition to the usual school records, the pupil's education profile will include:

- Current PEP
- Most recent educational psychologist report
- Statement of Special Educational Needs
- Progress Sheets

INDIVIDUAL EDUCATION PLANS

Strategies used to enable the pupil to progress will be recorded in an Individual Education Plan (IEP)

IEP's contain information about:

- Assessments
- Significant information about the pupil and any changes in circumstances
- Statement objectives
- Objectives set at last Annual review
- Short term targets set for the pupil
- Teaching strategies employed
- Individual Programmes of study

- The provision being made
- Dates of reviews
- Outcomes, which are recorded at review

The IEP will record only that which is different/additional to the normal differentiated curriculum and will concentrate on three individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil whenever possible.

REVIEWING IEP'S

IEPs will be reviewed regularly. The school will endeavour to involve the pupil in the review process wherever possible or appropriate.

THE ROLE OF SENCO

The SENCO plays a crucial role in the SEN provision of the school, this involves working in collaboration with the headteacher to determine the strategic development of the SEN policy, other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing learning support assistants (LSA)
- Overseeing records of pupils with SEN
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, health, Connexions PA, social services and voluntary bodies
- Monitoring and reviewing PEPs

THE ROLE OF SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs, The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEN pupils
- Collaborating with the SENCO to decide what action is required to assist the SEN pupil to progress
- Working with the SENCO to collect all available information on the SEN pupil
- In collaboration with the SENCO develop IEP's for SEN pupils.
- Working with SEN pupils on a daily basis delivering the individual programme as set out in their IEP
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEADTEACHER

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, the SEN provision included
- Working closely with the SENCO/SEN team

- Informing social workers and parents, when appropriate of the fact that SEN provision has been made for their son
- Ensuring that the school has clear and flexible strategies for working with social workers, key workers, care staff and parents, ones that encourage involvement in the pupils education

SEN INSET

All staff are encouraged to attend courses which help to acquire skills needed to work with SEN pupils. In addition training regarding the new Code of Practice is considered a priority over the coming school year. The SENCO's role in school based INSET is crucial in developing an awareness of resources for SEN and for practical procedures for use in teaching SEN pupils.

REQUEST FOR STATUTORY ASSESSMENT

The school will make a request for a statutory assessment to the LEA when advised by the referring LEA and/or Social Services.

In order to carry out the Statutory Assessment the school will have the following information available:

- The pupil's IEPs and records of regular reviews undertaken and the outcomes
- Information on the pupil's health and relevant medical history
- N.C. levels plus Literacy/Numeracy attainments
- Other relevant assessments from specialist i.e. Support teachers/educational psychologists
- The views of both parents, when possible or appropriate.
- Any other involvement by professionals e.g.social services/educational welfare service

A Statement of Special Educational Needs will normally be provided in situations where after a statutory assessment the LEA considers that the child's needs are such that additional provision is required to that which the school is able to offer.

ANNUAL STATEMENT REVIEW

The school will review each statement annually and the SENCo will invite:

- Parent/s
- Social worker
- Education tutor
- The headteacher
- A representative of the LEA
- The pupils' keyworker
- Case manager

The aim of the review will be to:

- Assess the pupil's progress in relation to targets outlined in the IEP
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing statement in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement
- Set new targets for the coming year when the statement is to be maintained

Year 9 review will be significant in preparing for the pupil's transition to employment, further education, work based training, higher education and adult life. The review in year 9 and beyond will draw up/review the Transition Plan and involve the Connexions Service.

Wherever possible PEPs will be reviewed alongside the Annual Statement Review. In the case of pupils who do not have a Statement of SEN a PEP meeting is arranged following similar procedures to those for Annual Statement Reviews.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services provide in assisting to identify, assess and provide for SEN pupils.

When it is considered necessary colleagues from the following support services will be involved in assisting with SEN pupils:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing Services
- Community Primary Ophthalmic Clinic
- Connexions

SEN POLICY REVIEW

The school considers the SEN Policy document to be an important document and initiates a thorough review each year.

The level of confidence and skills the pupils develop as they progress will measure the effectiveness of the policy, with regard to learning.

This policy will be reviewed and evaluated annually in April.

Reviewed, evaluated and updated April 2008