



SPECIAL EDUCATIONAL NEEDS POLICY

1 DEFINITION

The term 'Special Educational Needs' has a legal definition.

1.1 Education Act 1996

1.2 *Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*

1.3 *Children have a learning difficulty if they:*

1.3.1 *have a significantly greater difficulty in learning than the majority of children of the same age; or*

1.3.2 *have a disability which prevents or hinders them from making use of educational facilities of a kind greater provided for children of the same age in schools within the same area of the local education authority*

1.3.3 *are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them*

1.4 *Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

1.5 Children may fall within one or more of the definitions. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

1.6 Children with special educational needs may need extra help because of a range of needs. The main areas of difficulty or need are set out in the SEN Code of Practice 2001.

They are:

1.6.1 *Cognition and Learning Needs*

1.6.2 *Behaviour, Emotional and Social Development Needs*

1.6.3 *Communication and Interaction Needs*

1.6.4 *Sensory and/or Physical Needs*

1.7 *There is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Children will have needs and requirements which may fall into at least one of these four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account.*



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1.8 Many children will have special educational needs of some kind during their education. Schools will work to help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

1.9 This document is intended to be a working file, which can be modified as new ideas and strategies are identified. It attempts to illustrate the ways in which the school currently deals with special needs.

2 OVERVIEW

2.1 The aims of education are the same for all children; it is in their objectives that they differ regardless of age or ability. The aims are:

2.1.1 Meeting their needs and raising their achievements

2.1.2 Enabling them to access and have success in all aspects of education

2.1.3 Promoting their full participation in the economic, cultural and social life of their community in order to prepare them for effective citizenship within educational and social communities where the child or young person is valued, feels secure and has a sense of belonging.

2.2 In compliance with the 1993 Education Act, St Benet Biscop Catholic High School recognises that all individuals have needs whether academic, social or emotional and acknowledges that any student at some time may have a special need, which may require special provision.

3 THE WHOLE SCHOOL POLICY

3.1 The policy of our school is to see the approach to providing for all those with SEN as being the concern of ALL teachers, support staff, parents/carers, students themselves and other persons who may be concerned.

3.2 The whole school policy sets out to include all students with the widest possible range of SEN in all areas of school life. It is centred on the philosophy of an inclusive school, where support is given for staff, students and parents/carers, to enable progress to be made by all students.

4 AIMS OF THE POLICY

4.1.1 The aims of the SEN policy and provision will reflect the school's aims as expressed in the Mission Statement. They will take into account Every Child Matters Agenda as well as the requirements of the Code of Practice for the identification and assessment of SEN.

4.1.2 They will take into account the requirements of the curriculum, of public examinations and of such other courses as may be run in school.



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5 MAIN PRINCIPLES AND OBJECTIVES FOR SPECIAL EDUCATIONAL NEEDS

- 5.1 The main aim of the policy is to maximise the benefit to each individual student using school and LEA resources.
- 5.2 All students, no matter what their abilities, have the right to access a broad, balanced, relevant and differentiated curriculum, and a range of educational opportunities which provides education experiences of a high quality. We believe in equal opportunities and this policy should therefore be read alongside our policy for equal opportunities.
- 5.3 Students with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- 5.4 The diverse range of achievements by students with SEN should be recognised and celebrated in addition to conventional academic success.
- 5.5 The aim of SEN provision is through a partnership between all teaching and support staff, parents/carers and students with SEN themselves, to enable students to take a full and effective part as possible in all aspects of school life.
- 5.6 To effect early identification of SEN through observation, record keeping and testing/assessment, followed by consultation with the parents/carers and students to set clear and achievable short-term targets, which will be reviewed regularly.
- 5.7 Monitoring the progress of all students is an ongoing process which enables early identification of any student who may require additional or different provision to be made.
- 5.8 The school will work together with parents/carers and other agencies to ensure that any student's special educational needs are identified early and actively seek to remove barriers to learning and participation.
- 5.9 We recognise that parent/carer involvement and support is vital to the success of the education of the students and especially those with special educational needs. Special education professionals and parents/carers should work in partnership and the views of individual parents in respect of their child's particular needs should be taken into account.
- 5.10 To ensure that all staff know which students have SEN, the nature of their needs and how best to meet these needs. Regular updates are provided by the Senco throughout the year.
- 5.11 We believe that ALL practitioners are teachers of students with SEN. Therefore ALL teachers share the responsibility for meeting students individual needs within the classroom, their subject area and tutor group.
- 5.12 The culture, practice, management and deployment of resources in our school should be designed to safeguard the interests of all its students.



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- 5.13 Parents/carers are encouraged to discuss any issues and concerns with the Form Tutor, Head of Learning, Special Educational Needs Coordinator (SENCO), Headteacher, SEN Governor.

6 MANAGEMENT OF SEN WITHIN THE SCHOOL

- 6.1 Parents/carers will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- 6.2 Students who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and students in working in partnership with the school.
- 6.3 All students will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the Inclusion Statement in National Curriculum 2000:
- 6.3.1 Setting suitable learning challenges
- 6.3.2 Responding to pupils' diverse learning needs
- 6.3.3 Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- 6.4 We aim to recognise strengths as well as weaknesses and try to involve all students in the activities of the school.
- 6.5 Early identification assessment and intervention are recognised as the key to meeting the needs of the individual students.

7 MANAGEMENT STRUCTURE

- 7.1 The Headteacher and Governing Body have overall responsibility for students with Special Educational Needs within the school. One governor is designated as having additional interests in this area.
- 7.2 The Special Educational Needs Coordinator (SENCO), Mrs. B. Ware, is responsible for the day-to-day running of the organisation and provision for students with Special Educational Needs, working closely with the Headteacher; Deputy Headteacher; six Assistant Headteachers, four Heads of Learning; and the Connexions Personal Advisor.
- 7.3 Each Department has a policy for Special Educational Needs as St Benet Biscop believes in the whole school approach to special needs; all staff and form tutors play a central role with identification, assessment, reviewing and provision.



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8 ROLES AND RESPONSIBILITIES FOR SEN

8.1 THE HEADTEACHER

8.2 The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher should keep the governing body fully informed and also work closely with the school's SEN Coordinator or team. (Code of Practice 2001)

8.2.1 To oversee the successful operation of the School's SEN Policy

8.2.2 To oversee the allocation of resources

8.2.3 To provide opportunities for staff development in line with the School's Development Plan

8.2.4 To liaise with the SENCO and the appointed Governor to decide how best to provide for students with SEN

8.2.5 To liaise with the LEA about provision for students with SEN

9 THE GOVERNING BODY

9.1 The Governor with responsibility for SEN is Mrs Stephanie Norwood.

9.2 *The Governing Body should, in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. (Code of Practice 2001)*

9.3 The Governing Body should:

9.3.1 *do its best to ensure that provision is made for students who have SEN*

9.3.2 *ensure that the needs of students with SEN are made known to all who are likely to teach them*

9.3.4 *ensure that teachers are aware of the importance of identifying, and providing for, those students with SEN*

9.3.5 *consult the LEA and the governing bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole*

9.3.6 *ensure that a student with SEN joins with all students in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the SEN provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources*



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- 9.3.7 *report to parents annually on the school's policy for students with SEN*
- 9.3.8 *have regard to the Code of Practice when carrying out its duties to students with SEN*
- 9.3.9 *ensure that parents are notified of a decision by the school that SEN provision is being made for their child*

9.4 (Code of Practice 2001)

- 9.5 Governors are involved in developing and monitoring the policy. They are kept up-to-date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- 9.6 The quality of SEN provision is continually monitored, evaluated and reviewed.
- 9.7 SEN provision is an integral part of the School Development Plan.

10 CO-ORDINATION OF SEN PROVISION

- 10.1 THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)
The Special Educational Needs Coordinator (SENCO) for our school is Mrs. Beverley Ware.
- 10.2 *The SENCO or team, working closely with the Headteacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for day-to-day operation of the school's SEN policy and for coordinating provision for students with SEN, particularly through School Action and School Action Plus. (Code of Practice 2001)*
- 10.3 Summarised, the SENCO role will be: -
- 10.4 Overseeing the day-to-day implementation of the school's SEN Policy
- 10.5 To maintain the SEN Register and to ensure that the necessary records on all students with SEN are maintained
- 10.6 To advise and support other practitioners in the school
- 10.7 Managing the SEN team of Teachers and Learning Support Assistants
- 10.8 To be responsible for coordinating provision for those with SEN
- 10.9 To oversee the implementation and monitoring of IEP's and to implement Provision Management
- 10.10 To liaise with Parents



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- 10.11 Ensuring there is liaison with parents and other professionals in respect of students with SEN
- 10.12 To liaise with external agencies including the LEA's support services, the newly formed LIST team, psychology services, the Connexions PA, health and social services and voluntary bodies
- 10.13 To contribute to the CPD of the staff
- 10.14 To assist in the reviewing and updating of the SEN Policy
- 10.15 (A full description of duties is available in the Staff Handbook / Learning Support Departmental Handbook.)

11 TEACHING STAFF AND SUPPORT STAFF

- 11.1 *All teaching and non teaching staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for students with SEN.
(Code of Practice 2001)*
- 11.2 All staff at St Benet Biscop play a central role with identification, assessment and provision.
- 11.3 To be aware of the school's SEN Policy and its objectives
- 11.4 To be aware of procedures and legal requirements under the Code of Practice
- 11.5 To provide for the pastoral care of our students
- 11.6 To assist with the inclusion of all students into all aspects of school life
- 11.7 To be involved in the identification of needs
- 11.8 To provide students with a suitably differentiated curriculum
- 11.9 To be responsible for setting and monitoring targets for IEP's and providing information for Provision Management
- 11.10 To be involved in record keeping
- 11.11 To be responsible for on-going assessment
- 11.12 To liaise with Parents/carers and Outside Agencies by attending meetings as and when required
- 11.13 To be involved in CPD for students with SEN



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12 SPECIAL EDUCATIONAL NEEDS – ADMISSION POLICY

- 12.1 The admission of students with SEN is part of a whole school admission policy in which the school needs to bear in mind the specific arrangements agreed between the Diocese, LEA and School Governors.
- 12.2 We welcome all students to our school and endeavour to ensure that appropriate provision is made to cater for their needs. The SENCO takes part in consultation with parents, students, feeder schools, the Local Education Authority and other appropriate agencies.
- 12.3 All students with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- 12.4 Students with Statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

13 INCLUSION

- 13.1 We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all students and systems for early identification of barriers to learning and participation.
- 13.1.1 Our inclusive policy has full regard for the Special Educational Needs and Disability Act 2005 and the Equality Act 2010.

14 RE SOURCES

- 14.1 We believe that St Benet Biscop provides an environment and facilities which ensure that all students can access appropriate learning.
- 14.2 Many areas of the school have ramps to allow easy access into the Lower Block, the English Block, the Top Block, the Admit Centre and the Sports Hall. However there is no ramped access to the specialist Language Rooms, which means that whole classes are re-allocated to rooms on the lower floor of the Top Block.
- 14.3 Lifts in the Lower Block and the Admit Centre ensure access to specialist rooms. Pathways have been resurfaced to ensure the safety of all our students, including wheelchair users and those students who walk with the aid of walking sticks. Disabled toilet facilities are available in each block and there is a Physiotherapy Room in the top block which has separate shower facilities and currently contains a physiotherapy table and electric hoist for wheelchair users.
- 14.4 Due to the number of students who access Learning Support, The Learning Support Department has expanded their access to three Learning Support rooms in the top school. The Learning Support Room is a specialist room which is equipped with additional materials and resources,



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- including access to computers, which is used by individual students and small groups of student when timetabled for Learning Support. One of these rooms is now used as a Nurture Room facility for use by some of our vulnerable students
- 14.5 Students have access to appropriate IT equipment and software for their individual needs. This means that some students use laptop computers throughout the school.
- 14.6 The school has experience in supporting students with a variety of needs including; Muscular Dystrophy; Myotonic Dystrophy; Cerebral Palsy; Downs Syndrome; Autistic Spectrum Disorder including Aspergers Syndrome; ADHD; Dyslexia; Dyspraxia; Visually Impaired; Hearing Impaired; as well as a full range of students who may encounter various other difficulties or needs in the areas of: Cognition and Learning Needs; Behaviour, Emotional and Social Development Needs; Communication and Interaction Needs and Sensory and/or Physical Needs.

15 IDENTIFICATION, ASSESSMENT AND REVIEW

15.1 RESOURCES

- 15.2 A proportion of our budget is allocated for resources, which includes identified materials for use to support students who need additional or different activities.
- 15.3 The provision of additional support is made as appropriate from the delegated SEN budget.
- 15.4 We intend to develop our resources to support students with SEN and link these with priorities stated in the school's development plan.
- 15.5 Various ICT aids and software have been purchased for use.

16 IDENTIFICATION AND ASSESSMENT

- 16.1 We are committed to the early identification and intervention of students who may have SEN.
- 16.2 It is our policy to involve all possible appropriate resources when identifying Special Educational Needs. As this is a complex area no single method would be able to identify the individual needs of students. We aim to involve the whole school, staff, parents/carers, students, feeder schools and other external agencies; such as the Educational Psychologist, Communication Support Service; Visually Impaired Service etc.
- 16.3 Liaison with feeder schools
- 16.3 National Curriculum Test results (KS2 SATs)
- 16.4 Testing of all students at the beginning of Year 9
- 16.5 Referral by individual teachers/support staff – teacher assessment / observations
- 16.5 Referral by Subject Leaders / Heads of Learning



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16.6 Individual assessments / testing by the Learning Support Department

16.7 Parental request

16.8 Student request

16.9 Advice from Educational Psychologist

16.10 Involvement of external agencies

16.11 Monitoring of the curriculum

17 PROCEDURES

17.1 INITIAL IDENTIFICATION AND SCREENING

17.2 Feeder school transfer documents and student records are reviewed. Visits are made to the feeder schools and interviews are held with the relevant staff concerned. A Special Educational Needs Transfer Form is completed, detailing how the Middle School perceives the SEN of certain students; the form also gives details of test / NC levels and other useful assessment details; together with details of previous interventions.

17.3 For Statemented students - whenever possible the SENCO will attend the Phase Change Reviews for Year 5 & 7 students and their annual review in Year 6 & 8.

17.4 The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LEA policy.

18 LEVELS OF INTERVENTION

18.1 The current Code of Practice recommends a graduated approach to matching special educational provision to student's needs. This includes the national curriculum inclusion statement, school action, school action plus and in a few cases a statement of educational needs.

(Please see table for Graduated Approach)



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18.2 A SCHOOL - BASED GRADUATED RESPONSE TO SEN

ACTION	WHO IS INVOLVED?	WHAT IS INVOLVED?	NEXT STEPS
Differentiation	The subject teacher responsible for the students.	The teacher plans for the activities to be given to the students at the appropriate level of need for success and progress to be achieved.	If after observations in a variety of contexts and in discussion with the Head of Department / parents / carers, a student is not making adequate progress, targets for future progress need to be considered.
School Action	The teacher responsible for the student informs the SENCO and Head of Learning of the concern and with advice obtained, agrees targets with the student and when appropriate with the parents / carers.	The agreed targets are implemented and additional support or resources are used to meet the needs of the student. Targets are reviewed with the subject teacher / Head of Learning.	Most students should make progress with the additional support but if the targets and strategies implemented mean that adequate progress is not made, advice is sought from the SENCO and external agencies.
School Action Plus	The SENCO requests advice from the appropriate external agencies. Interventions and targets will be recorded by Provision Management from the additional guidance given. Intervention Plans are devised from the additional guidance given and the teacher involved delivers the plan of action.	Targets and strategies are implemented in the class using the strategies and additional support / strategies / different resources suggested. Support from home is considered. Interventions are reviewed regularly.	The majority of students will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.

18.3 COGNITION AND LEARNING NEEDS

18.4 All students are different and learn at varying rates. It is therefore apparent that there can be a wide range of abilities in each year group. Although some difficulties can be long term they can equally be of a fairly temporary nature, especially for students coming to terms with the transition from Middle to High School. Equally they may relate to the whole ability range and age range.



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18.5 On entry all students are tested using the Revised Kirklees Version of the Vernon Warden Reading Test, which looks at how well they perform when reading in context. The Young's Parallel Spelling Test is also administered.

18.6 After these screening tests, those students confirmed or newly identified as needing further support or assessment are targeted. Discussions will take place with the student and work will continue to be monitored from mainstream lessons. Further diagnostic tests will be used where appropriate to highlight weaknesses.

18.7 BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT NEEDS

18.8 There are many influences, which determine a student's social and emotional behaviour. If a student demonstrates evidence of falling behind academically or displays emotional or behavioural difficulties, this student is deemed to have a special need. In these cases, intervention is required to assist the individual to minimise or overcome their difficulties.

18.9 As the range of BESD's and their causes is so wide, the school needs to be as flexible as possible in creating structures to identify such difficulties which are leading or are likely to lead to SEN or significant learning difficulties.

18.10 Sources for initial identification:

18.11 Parents/ carers

18.12 Students

18.13 Observations from teachers

18.14 Information from medical/social/other professional sources

18.15 Students have access to ELSA's in school and the use of our Nurture Room when appropriate, however at any stage it may be that specialist / external agencies may be involved in specialist assessment, providing evidence, or undertaking observations. The school will gather together evidence, and with consultation, will decide if the student with BESD is leading to or associated with a significant learning difficulty.

19 COMMUNICATION AND INTERACTION NEEDS

19.1 Students with speech, language and communication needs cover the whole ability range.

19.2 Autistic Spectrum Disorder is a relatively new term which recognises that there are a number of sub-groups within the spectrum of autism. Students with Autistic Spectrum Disorder cover the full range of ability and the severity of their impairment varies widely. Some students also have learning disabilities or other difficulties, making diagnosis difficult.

19.3 Students with Asperger's Syndrome share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of students with autism.



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- 19.4 Sources for initial identification :-
- 19.5 Parents/carers
- 19.6 Observations from teachers
- 19.7 Information from medical/social/other professional sources
- 19.8 At any stage it may be that specialist / external agencies may be involved in specialist assessment, providing evidence, or undertaking observations. The school will gather together evidence, and with consultation, will decide if the student's speech, language and communication needs are having a significant effect on their learning.

20 SENSORY AND/OR PHYSICAL NEEDS

- 20.1 Many students would have had their needs assessed before reaching the High School, except in cases of accident, onset of illnesses, deterioration of a condition, or other unforeseen circumstances.
- 20.2 Sources for initial identification:
 - 20.2.1 Parents/carers
 - 20.2.2 Students
 - 20.2.3 Observations from teachers
 - 20.2.4 Information from medical/social/other professional sources
- 20.3 The school will contact the relevant external agencies, such as Occupational Therapists, Sensory Support Services, Physiotherapists etc, to carry out any specialist assessments and make any specific arrangements. The SENCO will usually receive any correspondence and communication from external agencies and will disseminate the appropriate information to all concerned with the student.
- 20.4 Once a need has been observed / identified, appropriate advice should be taken to ascertain whether the need, be it medical or physical, is already leading to or may in the future lead to educational needs which have to be met.

21 MAINSTREAM STAFF

- 21.1 St Benet Biscop believes that Special Needs issues are addressed by the school as a whole therefore subject specialists and form tutors play a central role in identifying and assessing student's needs.
- 21.2 All staff have access to the Register of Special Educational Needs and are encouraged to refer students who appear to be experiencing difficulties.
- 21.3 We are committed to trying to make learning a pleasure for all students and we aim to give all students a feeling of well being and high self esteem. This can only be achieved if the tasks they are being asked to perform are presented in a stimulating manner and at a suitable level, which allows them to respond and take their learning forward.



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22 STUDENTS

- 22.1 Students are asked to discuss their own perceptions of strengths and weaknesses and participate in planning strategies to work towards overcoming difficulties and working towards fulfilling their potential.

23 PARENTS

- 23.1 Parents/carers are informed when the school feels that their child may have a Special Educational Need and are invited to discuss these needs with the Learning Support Team. Parents/carers are encouraged to discuss any particular difficulties they may feel their child has and become active partners with the school in order to share ideas and decide on a suitable course of intervention which will ensure that their child's needs are met. The school is committed to working in partnership with parents/carers and values their help.

24 ASSESSMENT

- 24.1 This is achieved primarily by the SEN Department using information gathered from subject staff, Subject Leaders, Form Tutors and Heads of Learning.
- 24.2 Assessment can take various forms including:
- 24.3 Testing
- 24.4 Discussion with student
- 24.5 Discussion with parents/carers
- 24.6 Involvement of school nurse
- 24.7 Involvement of school's Educational Psychologist or other professionals from the LIST Team or other external agencies.
- 24.8 Access examination arrangements in GCSE, GCE and GNVQ are available to a very small number of students with significant special needs, which hinder them from accessing standard examination papers. The main types of arrangements are: extra time, rest breaks, use of a bilingual dictionary, readers, scribes, word processors, transcripts and prompters. There are other arrangements available to students who are visually or hearing impaired, or who have Physical Disabilities. It is the responsibility of the school to make decisions on what to recommend the student is allowed.
- 24.9 Parents/carers who have any questions relating to access examination arrangements, should discuss them with the SENCO.

26 REVIEW

- 26.1 The SEN Policy is subject to regular monitoring, evaluation and review.
- 26.2 The SEN Policy should also be read alongside the behaviour, equal opportunities and child protection policies as they are directly linked.



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- 26.3 Confidential files are kept on all students with SEN.
- 26.4 The SENCO ensures that all appropriate records are kept available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in school / further educational establishments.
- 26.5 Student's needs are monitored through :-
- 26.5.1 Individual Education Plans (IEP's)/Intervention Plans
 - 26.5.2 Progress reports / review comments from subject teachers / support staff
 - 26.5.3 Provision Management
 - 26.5.4 Review meetings to which parents/carers are invited
- 26.5 The SEN Register is updated each term.
- 26.6 The SENCO works closely with the six Assistant Headteachers; a team of four Heads of Learning; and the Connexions Personal Advisor, in order to help support and monitor the needs of students with SEN.
- 26.7 As Special Educational Needs is a whole school issue, it is important that the identification, assessment and monitoring of progress is broadly based and ongoing.

27 EVALUATION PROCEDURES

- 27.1 The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- 27.2 The broad principles and objectives set out in the Policy lay the foundation for the criteria by which we evaluate the success of our Policy.
- 27.3 We will review and report on the effectiveness of the Policy. This includes the numbers of students identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- 27.4 The SENCO and Heads of Department monitor classroom practice/analyse student tracking data and test results / identify value added data for students with SEN.
- 27.5 SEN is part of our school self evaluation arrangement.

28 RESPONDING TO THE NEED

28.1 CURRICULUM ENTITLEMENT AND KINDS OF PROVISION

- 28.2 All students are entitled to a broad, balanced and relevant curriculum.



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- 28.3 Once a need has been identified the school will strive to help every individual have full access to the mainstream curriculum and encourage students to value themselves and their own learning.
- 28.4 Where the need is social the school will endeavour to liaise closely with the family and any external agencies, which may be involved.
- 28.5 Where the need is educational, staff will work together with the parents/carers and the student, to provide support, which will depend on the nature of their given difficulty.
- 28.6 Support is provided for students on the SEN Register with Statements as well as those at School Action Plus and School Action.
- 28.7 It could include:
- 28.7.1 In-class support from Learning Support Teacher / Learning Support Assistant
 - 28.7.2 In class support using trained Year 12 and Year 13 students
 - 28.7.3 Withdrawal to Learning Support for one-to-one or small group support from Learning Support Teacher / Learning Support Assistant
 - 28.7.4 Re-integration back into school – lessons based in Learning Support and/or Learning Inclusion Centre (incorporating the use of EOTAS tutors when appropriate).
 - 28.7.5 A reading programme to improve reading and reading comprehension age
 - 28.7.6 An adapted curriculum – including a reduced curriculum at KS3 and KS4
 - 28.7.7 Alternative curriculum programmes including courses at local colleges
 - 28.7.8 Individual Education Plans (IEP's) and Provision Management
 - 28.7.9 Differentiated work
 - 28.7.10 Reduced class sizes in some areas of the curriculum
 - 28.7.11 Statement, or other external agency support
 - 28.7.12 Flexibility with timetabling
 - 28.7.13 Flexibility in homework expectations and requirements
 - 28.7.14 Time out cards, Behaviour Reports / Improvement Plans
 - 28.7.15 Specific sessions / support for Anger Management and Self Esteem
 - 28.7.16 Specific sessions with the School Nurse/Bliss Mediation Services
 - 28.7.17 Support time with trained ELSA's



SPECIAL EDUCATIONAL NEEDS POLICY

29 SUPPORT

- 29.1 Where a student has a statement or a specific learning difficulty exists, these students will usually be offered some time in Learning Support.
- 29.2 Specialist SEN teachers and Learning Support Assistants work with subject specialists both inside and outside the classroom. A cooperative teaching approach is planned, and differentiated work set at appropriate levels to ensure access to a broad and balanced curriculum.
- 29.2 When in class support is used, support will be placed in groups:
 - 29.3 In the lessons most appropriate to the student's needs
 - 29.4 In some circumstances practical lessons have to be covered
 - 29.5 In which the greatest literacy / numeracy difficulties have been identified
 - 29.6 Which target the greatest number of students who need support
 - 29.7 Which can be supported for more than one lesson a week to ensure continuity
 - 29.8 Some support time may be used for the production / adaptation of resources
 - 29.9 The aims of working collaboratively are:
 - 29.10 To include all students as active participants in classroom activities
 - 29.11 To ensure maximum access to the National Curriculum
 - 29.12 To share teaching expertise and knowledge of learning styles and needs
 - 29.13 To liaise over lesson planning, content, aims etc
 - 29.14 To develop expertise of all staff in the identification, assessment and educational provision for students with Special Educational Needs
 - 29.15 To monitor and assess provision for students with Special Educational Needs – all information gained is used to support planning in order to aid progress
 - 29.16 To give advice on suitable curriculum and materials

30 LEARNING SUPPORT TEAM

- 30.1 The Learning Support Team consists of: -
- 30.2 The SENCO and Learning Support Co-ordinator
- 30.3 One Learning Support Teachers (1 Full-time)
- 30.4 10 Learning Support Assistants (1 Part-time) – five of which are trained ELSA's



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SPECIAL EDUCATIONAL NEEDS POLICY

31 PARTNERSHIP WITH EXTERNAL AGENCIES

- 31.2 The school recognises that there are many external agencies, which have professional expertise, which can help a student with special needs and that effective action depends on close cooperation between the school and other professionals.
- 31.3 The SENCO will discuss issues with the parents/carers and students and other appropriate members of staff, where necessary to enlist the support of these external agencies.
- 31.4 The Educational Psychologist is used regularly on a consultancy and planning basis and she is very willing to contribute to appropriate staff training sessions.
- 31.5 St Benet Biscop encourages and actively seeks advice and assistance from all available external agencies and works cooperatively with them.
- 31.6 They include: -
- 31.6.1 Educational Psychologist
 - 31.6.2 LIST (Locality Inclusion Support Team)
 - 31.6.3 Pupil Referral Unit
 - 31.6.4 Linhope / Aisling Centre, Ashington
 - 31.6.5 Community Paediatrician, Ashington
 - 31.6.6 Young People's Unit, Prudhoe
 - 31.6.7 Consultants / Doctors – RVI, General Hospital, Freeman, Newcastle
 - 31.6.8 Physiotherapists
 - 31.6.9 Occupational Therapists
 - 31.6.10 School Nurse
 - 31.6.11 Sensory Support
 - 31.6.12 Connexions
 - 31.6.13 Children's Services
 - 31.6.14 Service for 'Looked After Children' (ESLAC)
 - 31.6.15 Education Other Than At School EOTAS Service
 - 31.6.16 Colleges of Further Education
 - 31.6.17 Bliss Mediation Services
 - 31.6.18 Outside Agencies – e.g. Choysez, GUST, Trinity Youth, Skills 4U

32 TRANSFER ARRANGEMENTS

- 32.1 The school has close links with its feeder First and Middle Schools and Further Education establishments in order to share information about students with Special Needs. This helps to provide continuity for the students and ensures that their records contribute to future planning. Transition Plans are used from Yr 9 onwards for Statemented students.
- 32.2 We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our students and parents/carers. Additional visits are organised for Years 6,7 & 8 students as necessary in the summer term and appropriate transition plans are implemented.

33 PARTNERSHIP WITH PARENTS

- 33.1 The school recognises the rights of parents/carers and the valuable contribution they can make in recognising and rectifying the difficulties facing students with Special Educational Needs.



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- 33.2 Parents/carers of all students are encouraged to contact the school if they have concerns about their child's progress. Both informal and formal meetings are held if a parent/carer requests it or the school feels it to be necessary.
- 33.3 Parents/carers are encouraged to take an active role in the education of their child and encouraged to attend meetings to review progress.
- 33.4 Parents/carers receive information in the following ways:
- 33.4.1 Letters
 - 33.4.2 Phone calls/e-mails
 - 33.4.3 Review meetings
 - 33.4.4 Newsletters
 - 33.4.5 Reports
 - 33.4.6 Parents Evenings
 - 33.4.7 Tutor Days
 - 33.4.8 School planners
 - 33.4.9 Home/ school liaison books
 - 33.4.10 Curriculum and Pastoral Evenings
 - 33.4.11 Multi agency meetings
 - 33.4.12 Educational Psychologist's reports
 - 33.4.13 Reports from external agencies
- 33.5 Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- 33.6 We promote a culture of cooperation between parents/carers, schools, LEA's and others. This is important in enabling anyone with SEN to achieve their full potential.
- 33.7 We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- 33.8 We respect the differing needs of Parents/carers such as a disability or communication and linguistic barrier.

34 PROCEDURES FOR CONCERNS

- 34.1 Relationships with Parents/carers are open and hopefully, very positive. It is hoped therefore if a problem is perceived by a Parent/carer, then this will be dealt with in the first instance through personal contact with the SENCO, Head of Learning or the Headteacher. If the complaint cannot be resolved informally, the Parent/carer will be asked to put their concerns in writing to the Headteacher.
- 34.2 A written record of the school's response will be made and a copy be made available to the complainant, and LEA representative, if appropriate. In some cases the complainant will be entitled to a Named Person from the LEA.
- 34.3 We will provide Parents/carers with information about the Parent Partnership Service in case Parents/carers wish to discuss their concerns with an independent party.



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SPECIAL EDUCATIONAL NEEDS POLICY

35 STUDENT PARTICIPATION

- 35.1 Students have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.
- 35.2 The views of the students in school are given due weight according to their age, maturity and capability.
- 35.3 Students participate where possible, in all the decision-making processes, including setting targets and for statemented students discussing their choices, assessment of needs and in the review procedures.

36 PROFESSIONAL DEVELOPMENT FOR STAFF

- 36.1 St Benet Biscop acknowledges the need to raise awareness of SEN issues and that there should be continuous staff development by both Teaching Staff and Learning Support Assistants. Staff are actively encouraged to attend training courses on a variety of SEN issues.
- 36.2 The SENCO will attend relevant training and disseminate the details to all staff as appropriate.
- 36.3 SEN is addressed through the induction course that all new members of staff attend. There is an induction procedure for NQT's and Student Teachers.
- 36.4 The SENCO will provide Teaching Staff and Learning Support Assistants with written materials of relevant information for SEN issues, legislation, and information on individual students. These may be of interest to all staff or on occasions they may involve particular groupings of staff.