



## SEN Policy

### References:

- Code of Practice for Special Educational Needs (Revised) – DfES 2001
- Guidance: Inclusive Schooling – DfES 2001
- Disability Discrimination Act 2006
- Education Act 1996 – Schedule 27
- Every Child Matters

### 1. ADMISSIONS

All applications to The Elmgreen School are treated equally and considered in accordance with the criteria outlined in the Admissions Policy. The school holds an Open Day and Open Evening during the early part of the Autumn term, during which work from the range of students whose needs are successfully met at The Elmgreen School is displayed. On such occasions staff actively welcome parents of students from all settings and will endeavour to respond to queries relating to learning difficulties, disability access, medical needs, students whose home language is not English, Looked After students and other issues which may cause anxiety in identifying appropriate secondary placement.

We recognise that moving from primary to secondary school can present challenges to students and their families for a number of reasons. To support those students with additional needs throughout the transition process, we undertake the following, after placement at The Elmgreen School has been accepted:

- Modern Foreign Languages staff seek information from primary schools on those students for whom English is not the first or home language
- Staff with responsibility for students with Learning Difficulties and Disabilities (LDD) contact all primary schools to identify those students requiring additional support at School Action, School Action Plus and through a Statement of Special Educational Needs (SEN)
- During the Spring and Summer terms LDD staff will visit primary schools to meet with the SEN Co-ordinator (SENCo) and, where possible, to observe and meet the students
- LDD staff will endeavour to attend Year 6 Annual Reviews for students with statements who are transferring to The Elmgreen School, and IEP reviews for students supported at School Action Plus, where possible.
- All year 6 students will have an opportunity to visit The Elmgreen School for a taster day in the Summer term. Additional days are arranged to accommodate smaller groups of students for whom this may be helpful. Support staff from the primary school are welcome to attend these sessions, and we offer guidance in preparation and follow up work (e.g. photo scrapbook) **Appendix A outlines a sample programme for such transition days.**
- A detailed induction programme, led by tutors is implemented throughout the first 3 weeks of the Autumn term Year 7

## **2. ASSESSMENT:**

We liaise closely with primary schools for detailed information on students' level of functioning across the curriculum and wider achievements.

All students are assessed in their literacy and numeracy skills through the NFER objective tests, which are taken during the first three weeks of the first term. During a student's first term at The Elmgreen School staff use individual subject based assessments to identify particular strengths and areas of difficulty which may inform target-setting. Where there are particular concerns additional assessment of literacy and numeracy skills may be undertaken. In the very few cases where students appear to demonstrate complex difficulties advice will be sought from the school's attached educational psychologist, who may wish to work with the student on further assessment in specific areas.

We recognise that objective tests and observations are of best value when the student is included in the preparation and understands the rationale for assessment. To this end we try to prepare the student for the change in routine arrangements to assist him/her in demonstrating a usual level of functioning. Where a student is involved in a number of assessments we try to ensure that these are scheduled so as to minimise disruption to routine schooling and to acknowledge the emotional impact on the student and family.

Standardised Assessment Tests (SATs) in year 9 may be modified in accordance with the regulations for those students for whom this is appropriate. Students taking public examinations (GCSE, ASDAN, RSA etc.) may be entitled to extra time or other modification in accordance with the regulations of individual examining bodies and Qualifications and Curriculum Authority (QCA).

## **3. SUPPORT ARRANGEMENTS:**

All teachers offer differentiated tasks within their lessons, to ensure that work presented is suitably challenging and accessible for all students. Some students will need additional support for all or some of their learning. Support for these students is tailored to meet individual needs and may include any or all of the following:

- 1:1 in-class work with a teacher or Learning Support Assistant
- 1:1 work with a Teacher or Learning Support Assistant away from the main lesson
- Working with a teacher or Learning Support Assistant in a small group
- Working with a student from Key Stage 4, guided by staff, for e.g. reading
- Allocating a designated peer or peers to help with organisational and/or social skills
- Circle time activities

Details of how the support is used for an individual student are set out on the IEP (see below)

### **3. INDIVIDUAL EDUCATION PLANS:**

Individual Educational Plans (IEPs) detail the student's short-term targets and strategies to help him/her work towards these. For students working at School Action, School Action Plus and students with statements of SEN they are required to be prepared twice-yearly; at The Elmgreen School IEPs are revised each term, i.e. three times yearly.

For students at the start of Year 7, the IEP will be guided by information forwarded from the primary school and the induction programme. Targets are linked to concerns identified by the student, parent, teaching staff, and, where applicable, the objectives indicated on the statement.

Input from the students is an integral part of our support programme, and we actively encourage ownership of the IEP. Each term there will be a meeting to review progress towards previous targets and agree targets for the forthcoming term. Parents are expected to attend this meeting. Where possible, guidance on following up activities to help the student meet his/her targets in the home environment is offered.

### **4. SCHOOL ACTION PROVISION**

When a student is identified as having learning difficulties or a disability that is impacting on their learning, support will usually be arranged at the level of School Action in the first instance. This involves programmes being set up from school resources to deliver some of the strategies outlined in Section 2 above. All students working at School Action will have an IEP (see 3 above)

For most students with learning difficulties this level of support is appropriate.

### **5. SCHOOL ACTION PLUS PROVISION**

It may become apparent that some students need additional support of a type that is not available within mainstream school resources, e.g. speech and language therapy, specialist teaching related to their disability, mobility training. In these cases the school will consider purchasing such support, usually from the London Borough of Lambeth services. These include:

- Larkhall Centre for students with Autistic spectrum Disorder
- Teachers of the hearing impaired
- Teachers of the visually impaired
- Teachers of students with Specific Learning Difficulty (Dyslexia)
- Behaviour Improvement Service
- Educational Psychology Service

Staff from these services may work directly with the student or guide school staff on a programme of specific strategies to implement into the school-based support. Such programmes will inform the IEP q.v.

## **6. STATEMENTS OF SPECIAL EDUCATIONAL NEEDS:**

A very small number of students may be considered by the local authority in accordance with its published criteria to require the guidance of a Statement of Special Educational Needs. The decision to undertake a Statutory Assessment (which may lead to a Statement's being issued) is made by the local authority, and The Elmgreen School will provide advice towards this assessment.

A request for a Statement of SEN is usually made by the school when support at School Action Plus has been in place for at least two terms and the review of progress with this level of support does not indicate satisfactory progression. Parents (and Carers – or, again, do we make a generic statement about this at the start?) may request a Statutory Assessment independently of the school, although we would encourage discussion with the SEN Leader beforehand. In both cases, the school is legally required to give advice to the assessment process. We will not request a Statutory Assessment without prior discussion and agreement of the parent.

If the local authority agrees to proceed with Statutory Assessment, parents are invited to sign to indicate their agreement with assessments being undertaken by the relevant professionals. We recognise that some of these professionals may not be previously known to either the student or his/her family, and that assessment can be quite a stressful experience and will endeavour to support families so that appropriate information is gathered efficiently and promptly. We expect parents to co-operate in ensuring their child's attendance for such assessment appointments and to notify the school at the earliest opportunity if subsequent circumstances make attendance impossible.

We will liaise frequently with the local authority SEN department and keep parents informed of the progress of the assessment throughout the 26-week period.

If, as a result of the Statutory Assessment, the local authority issues a proposed statement, we will consider this closely with parents if requested and assist in explaining the implications of all parts of the proposed statement. Where Part 3 of the statement indicates additional support, we will endeavour to appoint appropriate staff within one half-term of the statement's issue.

## **7. ANNUAL REVIEW PROCESS**

Annual Reviews of students with statements are reviewed in accordance with Chapter 9 of the Code of Practice. We understand the main purposes of the review meeting to be:

- Review of the student's progress towards meeting the objectives set out in Part 3 (i)
- Consideration of the appropriate level of support in relation to progress made
- Review of how support is deployed in relation to areas of difficulty
- Review of progress towards targets specified on the IEP and preparation of new IEP
- Consideration of major changes in needs or provision that might warrant a request to the local authority to amend the statement
- Consideration of advice, written or otherwise, from parents and other parties involved in supporting the student's educational progress

We place great importance on the input of parents to the Annual Review process and it is an expectation that all parents will attend the review meeting for their student. To this end we will always consult with parents before advising other parties of the date scheduled with the review. Where exceptional and unforeseen circumstances make parental attendance unlikely, we will endeavour to reschedule the review within reason, although we are required to comply with the

legislation i.e. the review should be held annually, dating from the date of first issue of the statement.

In exceptional circumstances we may call an interim review or bring the review date forward.

We work closely with primary schools to collect information on If we are advised of the dates of Annual Reviews for students in Year 6, we will endeavour to attend these reviews.

## **8. MONITORING AND REVIEW**

All staff are invited to put forward relevant information towards the IEP. The IEP is reviewed as indicated in Section 6 above.

Information is invited from all staff towards the review meetings for target setting, Annual Review and other meetings with students and/or parents. Students are encouraged to give their views in the most appropriate way, which may be dictated, summarised after discussion or delivered to the meeting. We will keep or make a written record of the student's views and share this with them for agreement prior to including this in the student's record.

Staff working exclusively with students with learning difficulties and disabilities are managed by senior teaching staff with expertise in SEN. The SEN Leader is line managed by the Assistant Headteacher. All staff are appraised through the school's Performance Management programme. This includes observations of time spent working with students.

## **9. RESOURCES**

The school is well stocked with a range of specialist resources to support work with a range of needs. All staff throughout the school are encouraged to contribute suggestions for possible resources. The central resources for SEN are managed by the SEN Leader and are available to all staff. Resources include a range of reading schemes and numeracy programmes for use in small group situations, and a number of books in dual language presentation.

School library facilities include materials accessible to all levels and some materials in other languages. Closed caption videos are also available.

All subject teachers ordering principal textbooks consider accessibility for all students and make provision for at least one copy to be held as part of the school's central resource bank for SEN.

Sample assessment materials and other resources used by students with learning difficulties are available on the school's website.

The school also maintains a professional library for staff usage; this includes professional journals related to SEN, and books and videos illustrating current methodology.

## **10. OFF-SITE AND EXTRA-CURRICULAR ACTIVITIES**

When students are involved in extra-curricular activities or trips we will endeavour to ensure that staff accompanying these trips have sufficient information and expertise to deal appropriately with any medical and social needs that may affect the students' participation in such activities. Additional preparatory explanations will be given to those students for whom this is appropriate.

Where students are involved in residential and other trips for which they need additional clothing or equipment, we will ensure that clear information on this is made available to families a considerable time prior to the trip. Where the school is made aware of difficulties regarding provision such clothing or equipment, we will advise families of possible routes for assistance.

## **11. STAFF TRAINING**

Our training programme for all staff includes guidance on teaching strategies and behavioural approaches for students with learning difficulties, disabilities, English as an Additional Language, Looked After students and other issues as presented by the current school population.

Staff whose principal work is with SEN students have weekly team meetings to share good practice and work together in devising appropriate programmes of support for the individual students in their care. All staff working with SEN students are directly involved in a subject area in order to develop their subject expertise, and may sometimes be attached to a subject area, tutor group or college.

## **OTHER AGENCIES**

The Elmgreen School calls on a range of agencies outside the school for specific advice and support to ensure that the range of students' needs are appropriately met.

- Education Welfare / Social Care
- Hospital appointments
- CAMHS input & follow up programme
- Educational Psychologist
- Speech & Language Therapist
- Lambeth Child Protection
- Connexions – lead officer on 16+ transition arrangements

### **Related Policies of The Elmgreen School:**

Anti-bullying  
English as an Additional Language  
Child Protection