

Colyton Grammar School SPECIAL EDUCATIONAL NEEDS

Rationale

The policy on Special Needs Provision is guided by DfES Code of Practice on Special Needs, which defines a child having a learning difficulty if he or she:

- (i) has a significantly greater difficulty in learning than the majority of children of the same age;
- (ii) has a disability which prevents or hinders him or her making use of the educational facilities provided at the same age in school.

Scope of Special Needs

Within the intake profile of the school very few children fall into either of the above categories. A few will have physical disabilities which create serious learning difficulties, and a few will have emotional disorders which impair learning.

The Special Needs Policy relates to the needs of the above group. Individual Needs outside the range of "serious learning difficulty" are dealt with through other policies (Monitoring & Support, Matching Curriculum to Ability).

Objectives of Special Needs Policy

- (i) To achieve early identification of students with serious learning difficulties.
- (ii) To enable children with a Special Educational Need to experience a broad, balanced curriculum within mainstream provision.
- (iii) To provide individualised support and provision to ensure that curriculum matches individual need.

Principles

Parent and student should participate in discussion of needs. Support should be consistent with the resources available.

Co-ordination

- (i) The Special Educational Needs Coordinator is responsible for co-ordinating, monitoring and evaluating all Policies and Practices relating to Special Needs provision. This will be overseen by the Assistant Head
- (ii) The Special Educational Needs Coordinator is responsible for co-ordinating the programme of support for each child, including all Review arrangements.

Identification of Special Educational Need

Identification of Special Need is achieved by:

- (i) needs identified at the feeder school, or
- (ii) concerns raised by parents, or
- (iii) evidence arising from Student Review procedures which indicates progress significantly less than expected.

Early Assessment Procedures

Where a child's progress indicates that there may be a specific learning difficulty, then that child's work and performance in class will be carefully monitored across all lessons and activities through the Cause for Concern procedures.

The time and scale will be dictated by the circumstances of each individual case - but evidence is likely to include:

- ◇ National Curriculum attainment;
- ◇ Observations on behaviour;
- ◇ Written records of lesson-by-lesson performance.

1st Stage Action

- ◇ The Special Educational Needs Coordinator, in liaison with the Sector Heads and subject departments, will agree a programme of individual support.
- ◇ The objectives of the programme should be clearly specified and form the focus for any review of progress.

- ◇ Parents and students should be involved at the earliest opportunity, both in discussions about need and in agreeing targets, as well as any subsequent review.

2nd Stage Action

- ◇ Where monitoring or review of the programme indicates that the support is not achieving its targets, then the Special Educational Needs Coordinator should liaise with external support agencies to further assess needs.
- ◇ The 1st Stage may be by-passed if evidence suggests a difficulty that may require access to specialist advice

3rd Stage Action

- ◇ Where either the scale of evidence or the failure of individual programme indicates that there may be a need for a Statutory Assessment of Special Educational Needs, then the Headteacher will, after informing parents, make a request to the LEA for a statutory assessment to be undertaken, and arrange for a detailed report of the evidence which constitutes grounds for an assessment.
- ◇ Where an assessment does not establish a need for an Education Health and Care Plan (EHCP), the school will re-define the individual educational plan of the child's needs.

Students with an EHCP or an existing Statement

Targets for each child will be set at the time of the Annual Review. The targets will determine:

- (i) any additional staffing needs arising from individual support;
- (ii) any resource implications;
- (iii) any modification of the curriculum of the child;
- (iv) any INSET implications for teaching and non-teaching staff.

A copy will be circulated to parents and all support agencies.

The Special Educational Needs Coordinator will:

- (i) ensure that all relevant teachers are briefed as to the outcome of the Review and the implication for teaching strategies, etc.;
- (ii) co-ordinate monitoring and, if progress gives rise to serious concern, undertake an emergency Review if necessary;
- (iii) maintain comprehensive records of the child's progress;
- (iv) make arrangements for each individual Annual Review.

The Special Educational Needs Coordinator will:

- (i) liaise with Assistant Head responsible for Staff Development to identify specific INSET support requirements.
- (ii) maintain a register of Special Needs Students, removing any student when review at any stage indicates that the child no longer has need of individual provision.

Admission to the School

- (i) Entry is by 11+ entrance test; any student with a Special Educational Need, and achieving a qualifying score, will be offered a place if the school can meet the specific needs of the child.
- (ii) Students may be given up to 25% additional time in the 11+ entrance test if:
 - The student has an EHCP or has an existing Statement of Special Educational Needs.
 - The student has SEN Support at primary school with a history of at least 2 terms of extra time being routinely made available to access formal assessments.
 - The need for extra time is evidenced and supported by the primary Headteacher.No other allowance will be made.
- (iii) Modified formats of the test papers will be provided wherever possible in the case of children with a recognised special need e.g. visual impairment.

Conclusion: This policy will be evaluated within the three-year cycle of Policy Review and Evaluation.