

# STOKE NEWINGTON SCHOOL

## Special Educational Needs Policy

The work of the Inclusion Leader and the Inclusion Faculty is governed by the principles of the Special Needs and Disability Act (SENDA) 2001, the Special Educational Needs Code of Practice 2001 and the Equalities Act 2010.

*‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’  
(SEN Code of Practice)*

*‘A person has a disability ... if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.’*

*(SENDA)*

Students are on the Code of Practice at School Action, School Action Plus or Statement. The categories of need are Behavioural/Emotional/Social difficulties (**BESD**), Cognition and Learning (**CL**), Communication and Interaction; this includes SLCN and SpLD (**COM**) and Sensory/Physical: this includes VI and HI (**PD**).

### **SEN provision**

Once a child has been identified as having SEN, the precise nature of additional support is decided on an individual basis, depending on the student’s needs. For all students on the SEN register targets will be drawn up and will include strategies for support. These targets are accessible to teaching staff and parents through Kaleidos and should be used to inform planning and teaching.

Students with SEN should be in National Curriculum subject lessons as far as possible for at least 90% of the time.

*‘Coordinating the planning of the pupil’s IEPs (targets), especially setting appropriate targets should be the responsibility of the school or link SENCO. On the other hand devising strategies and identifying appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All staff should therefore be involved in providing further help to students through School Action.’  
(SEN Code of Practice 6:55)*

Support provided may include one or more of the following:

- Individual consultation with student about preferred learning style, strengths, weaknesses and specific difficulties and identification of targets reflected in IEP.
- Consultation with parents/carers about students' needs, goals and plans, and how school and home can support each other.
- In-class support to help establish and monitor progress towards targets
- Short-term withdrawal groups, including Accelerate groups: these aim to build confidence, establish self-help skills and build students' self-image as successful learners and to improve learning.
- Provision of induction arrangements and support for students newly admitted to the school
- Provision of special exam arrangements where appropriate

### **Principles governing the school's allocation of resources for SEN**

Resources are allocated to provide:

- additional support to meet the needs identified on students' statements
- additional support for other students on the SEN register
- SENCO time for advice and support at all stages
- time for the Inclusion dept. staff to liaise with other professionals
- time for the Inclusion dept. staff to liaise with parents
- support for the development of basic literacy and numeracy skills, language skills and acceptable behaviour
- additional resources through departmental capitation
- contact time for tutors for pro-active and support work
- curriculum development work with subject departments

### **External support services**

The school has working relationships with:

- SEN Section at the Learning Trust
- Educational Psychology Service
- Education Attendance Service
- Connexions (careers)
- Speech and Language Therapy Service
- Child and Family Consultation Service (CAMHS)
- Traveller Education Service
- Peripatetic Teacher for the Hearing impaired
- Peripatetic Teacher for Visually Impaired
- Learning Support Service at the Learning Trust (Inclusion Team)
- School Nurse and Doctor and other medical services
- Social Care Services
- Voluntary agencies in Hackney which run group work and individual support sessions for students

- A-Space (Counselling service)
- The BEST team at the Learning Trust

### **Working with parents**

**Parents are involved at all stages of the Code of Practice in the setting and reviewing of targets.**

SEN staff attend parents' evenings and are available to discuss progress and any concerns parents may have.

Parents should contact Mary Straw, Inclusion Leader if they feel that their child's needs are not being met

### **Links**

The Inclusion Leader and Deputy SENCOs are consulted by SEN Section about the admission of students with Statements of SEN.

The Inclusion dept. staff are involved in transition arrangements from primary schools to SNS.

The Inclusion dept. staff attend Year 6 Annual Reviews and arrange visits to SNS by students with statements prior to admission. Planning discussions are held with Primary SENCO, families and the student prior to transfer to SNS. The school makes use of expertise from other schools through direct communications on specific issues, through SENCO meetings and discussions of practice, INSET and conferences.

The school has good working links with the Pupil Referral Unit and the borough's special schools. Phased, supported integration arrangements are negotiated between the PRU, special schools and SNS when appropriate.

The inclusion dept. staff are involved in transition of SEN students from SNS to post-16 provision in consultation with Connexions.

### **INSET**

Inclusion dept. staff are involved in whole school INSET on Inclusion and SEN. The expertise of the Inclusion staff is shared throughout the school by collaborative working arrangements.

### **Responsibilities**

#### **The leadership team will**

- Ensure departments are considering strategies to raise achievement of SEN students
- Ensure effective identification of and intervention for students with SEN
- Ensure appropriate resources are allocated to allow for staff development in SEN

### **The Inclusion faculty will**

- Provide effective support for students with SEN through withdrawal groups, the implementation of literacy programmes, one to one support, speech and language groups in class support of identified individuals.
- Work with Departments to develop differentiated materials and schemes of work, share good practice and expertise in ways to support good practise with colleagues.
- Communicate with parents of SEN/EAL students about ways they can support their child's development.

### **The class teachers will**

- Differentiate work to meet the needs of SEN students
- Communicate with The Inclusion department and parents to best support the students
- Liaise with any in class support staff in planning and assessing

## **THE DUTIES OF GOVERNING BODIES**

### **The Governing Body must:**

- do their best to secure that the necessary provision is made for any pupil who has Special Educational Needs
- secure that, where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LEA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach him or her
- secure that teachers in the school are aware of the importance of identifying, and providing for, those students who have Special Educational Needs
- consult the LEA; as appropriate, the Funding Agency (see Glossary); and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- report annually to parents on the school's policy for students with Special Educational Needs
- ensure that the pupil joins in the activities of the school together with students who do not have Special Educational Needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Chair's signature: \_\_\_\_\_ Date: July 2013

Print Name: Caroline Stagg

SEN Policy review date - Summer 2016