
Edwinstree Middle School

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Edwinstree Middle School

SEN Policy



Prepared in accordance with the
SEN Code of Practice 2001

Updated by Elaine Forster (SENCO)
November 2013

Involvement of Outside Agencies

We recognise and value the skills and expertise that outside agencies can offer and call upon them when necessary.

Many contacts are made through Hertfordshire's Children's Services department and Integrated Services for Learning.

We also have links with health, social services and the Attendance Team.

We have access to outreach services from Special Schools, Advisory links with specialist teachers of ASD (Autistic Spectrum Disorder), VI (Visual Impairment), PNI (Physical, Neurological Impairment), HI (Hearing Impairment), SpLD (Specific Learning Difficulties) and links with Behaviour Support from Rivers ESC and Children in Care teams.

Aims

To meet the needs of all pupils identified with special needs in accordance with National Curriculum and Government requirements.

Objectives

In order to meet the requirements of the Special Educational Needs Code of Practice (2001) the SEN department will

- identify and respond early to all pupils with Special Educational Needs
- produce and circulate a SEN register to all staff
- offer support, advice and resources to colleagues to enable differentiated teaching to take place and provide effective learning opportunities for all pupils in accordance to their needs
- monitor SEN pupils by assessment procedures such as CATS, SATs, teacher assessment and SEN records
- monitor the achievement of targets for SEN pupils to ensure adequate progress is being made
- involve pupils and parents actively and engage their support in the individual education programme as part of the Every Child Matters Agenda
- have regular communication with all relevant agencies e.g. Co-ordinator, pupils, tutors, teaching assistants, parents, subject co-ordinators, senior management
- review SEN register termly
- take appropriate action to add or remove pupils from register

The Role of the SENCO

The school's SEN Co-ordinator is Mrs Elaine Forster.

The SENCO is responsible for recording and tracking progress of pupils with SEN needs and the school maintains a register of those pupils identified.

The SENCO has responsibility for timetabling and monitoring the effective use of the school's Learning Support Assistants.

The Role of the SEN Governor

The SEN governor is actively involved within Edwinstree, works with the SENCO in reviewing the SEN policy and gives an annual report to the governing body.

Arrangements for Pupils with disabilities

All pupils are admitted under the Hertfordshire Education Authority's admission arrangements. Pupils with disabilities would be able to visit Edwinstree Middle School prior to admission to ensure they would be fully included in all our activities.

Should any alterations be necessary the SENCO would inform the Headteacher and governors. The school's Accessibility Plan is available on request.

Statement of Current Facilities

- Carpeting: All classrooms in main building.
Year 6 block, music room and practice rooms.
Mobile classrooms.
- Handrails: Year 7 Fire Exit steps
Steps leading to Playground and mobile classrooms

Liaison with First and Upper Schools

During the term before transfer, the Leader of Pupil Development for Year 5 visits all feeder schools. Any pupils with SEN are identified at these meetings and are then discussed with the SENCO. If appropriate the SENCO then visits the feeder school to observe the pupil and discuss in more detail the pupil's needs with the class teacher. All information is then passed on to the relevant tutors in order to prepare fully for the pupils needs.

During the term before transfer, the SENCO liaises with the Upper School SENCO. The needs of all pupils who are transferring are discussed and all Records of Concern, IEPs and PSPs are collated and passed on.

Arrangements for Considering Complaints

See Edwinstree School Complaints Procedure Policy.

Arrangements for SEN In-Service Training

Edwinstree places great importance on training and development of staff.

New staff follow a course of induction meetings where SEN issues are discussed with the SENCO.

Learning Support Assistants are trained through various INSET courses and through regular meetings with the SENCO.

The SENCO also attends meetings and courses relevant to the needs of the pupils and information is cascaded to staff at meetings.

External agencies are invited in to train and support staff during the academic year.

- The extent to which standards (e.g. SATs results) have improved generally across groups of pupils with identified SEN.
- An increase in the numbers of pupils at School Action, School Action Plus and Statements, meeting curriculum targets.

Working in Partnership with Parents

Edwinstree encourages the partnership between parents of children with SEN. There is an ongoing liaison between the school and parents via telephone calls, letters and notes in the child's Record of Achievement book.

The SENCO, along with the tutor, is available to meet with parents by appointment if they have any concerns regarding their child's progress.

All IEPs are discussed with parents and they are provided with a copy.

Tutors discuss the needs of individual pupils at Parent's Evenings and strategies to help the child at home are also shared.

Parents of SEN pupils who are moving to School Action Plus are involved throughout with the work of outside agencies such as the Educational Psychologist and Specific Learning Difficulties base. Parents of statemented children play an important role in the annual review meeting.

Edwinstree believes the most effective provision for all children will be made when there is an open and confident working relationship between home and school. This is important in enabling children with SEN to achieve their potential.

	Steps to Science Labs from Year 8 block
Ramps:	From Year 6 Block Outside main block from Yr 7 Fire Exit From Science Lab to Year 6 Block To Technology Workshop
Lift:	Accessibility to upper floor of main building
Accessible Toilets:	Changing Rooms Main Building next to Pupil toilets Main Building close to medical room
Shower Facility:	Changing rooms
Adjustable units:	Food Tech Studio Resistant Materials Workshop
Sound System:	School Hall

Arrangements for SEN at Edwinstree

It is the responsibility of all teachers to ensure the curriculum is differentiated to meet a wide range of needs.

The school will identify as School Concern those pupils who may need extra differentiation or approaches to make adequate progress.

Pupil and parents will be informed of any SEN identified. Parents will be invited in to discuss the problem with the tutor and the SENCO may also be invited to the consultation.

Pupils who, despite receiving differentiated learning opportunities will move through the graduated response of School Action and School Action Plus.

School Action:

When staff identify that a pupil has SEN the tutor devises interventions **additional to** or **different from** those provided as part of the school's usual differentiated curriculum offer:

- Tutors, in consultation with subject teachers, remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme. An IEP (Individual Education Plan) will be implemented if required and both pupil and parents will be consulted and involved in setting the targets.
- An IEP will be reviewed at least termly by the tutor, pupil and parents.
- SENCO will advise where appropriate and monitor the IEP termly.
- SENCO and tutor will use the criterion of whether a pupil has made adequate progress for subsequent movement through the graduated response.

School Action Plus:

- SENCO and tutor, in consultation with parents, ask for help from external services.
- SENCO and tutor are provided with advice or support from outside specialists.
- Additional or different strategies to those at School Action are put in place - an IEP will usually be devised and implemented and both pupil and parents are consulted and involved in the setting of targets.

and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

At Edwinstree we value and encourage the participation of pupils with SEN

- to help in setting their targets on their IEP,
- to discuss with their tutor and SENCO the way in which their learning styles can be met.
- to help in the drawing up of a Pastoral Support Programme.
- to commit themselves to making targets work.

Evaluating Success

The SEN register is monitored termly to ensure that pupil's needs are continually highlighted and other identified pupils with SEN are added.

The IEPs are reviewed and updated at least once a term in light of changing needs.

Tutors liaise with the SENCO with regard to the success of pupils meeting their targets.

Other success criteria

- The culture, practice, management and deployment of resource in the school are designed to ensure the needs of all children are met.
- Pupil's SEN needs are identified early.
- The views of the pupil are taken into account.
- Educational professionals and parents work in partnership.

Adequate Progress

The school uses many mechanisms to track progress of all pupils. The SEN department uses this information to track and monitor pupil progress. This is vital to ensure that all pupils with SEN are shown to be making progress.

The attainment mechanisms used are:

- Value Added Data
- National Curriculum Targets. SATs.
- Reading / Spelling Assessments
- CATs
- Teacher Assessments
- Group Targets and IEPs
- Views of parents and pupils
- Pastoral Support Plans
- Progress and Achievement reports
- Hertfordshire Behaviour Questionnaire

If the attainment gap between a pupil with SEN and their peers is increasing then the SENCO, in consultation with the Head teacher will decide what level of intervention would be appropriate and act accordingly.

Pupil Participation

The SEN Code of Practice (2001) and the Every Child Matters Agenda places importance on the involvement of the pupil.

Article 12 and 13 of the United Nations Convention on the Rights of the Child

"Children, who are capable of forming view, have a right to receive and make known information, to express opinion,

- SENCO will take the lead in -
 - Any further assessment of the pupil.
 - Planning future interventions for the child in discussion with colleagues.
 - Monitoring and reviewing the action taken.
- SENCO and tutor will use the criterion of whether a pupil has made adequate progress for subsequent movement through the graduated response.

Statement of Special Educational Needs

If, after assessment by the Educational Psychologist or other involved professionals, it is felt that the needs of the pupil require additional provision other than that provided within the school, agreement is gained from the parents to instigate a SAR (Statutory Assessment Referral).

The SAR is then submitted to the LEA (Local Education Authority), along with evidence supporting the need for a formal assessment. The LEA will then decide if there is a need to make a statutory assessment of SEN.

If a statement is issued then a review is held yearly, or more frequently if necessary, to update the child's needs and provisions. All professionals concerned with the child, and the child's parents or guardians are strongly encouraged to take an active role in these meetings.

Information from the review is submitted to the SEN Team at County Hall who authorise continuation or amendment of the existing provision through an EHCP from January 2014. (Education and Health Care Plan)

Individual Needs Register

A list is kept in Edwinstree of pupils at School Concern, School Action and School Action Plus. This contains the pupil's name, date of birth, year and tutor group, the nature of concern and at what Code of Practice level they are at. This is circulated to all staff.

Enrichment

Very able pupils are identified by the following means: CATs, KS2 SATs, and Teacher Assessment. They are included within the SEN register.

At Edwinstree we provide various projects during the year with a core group of pupils to enrich their learning. Pupils who are particularly gifted in an area of the curriculum may also be invited to participate if appropriate.

Staff, within their planning, target pupils showing the potential of achieving higher levels.

Allocation of Resources to SEN

Edwinstree receives an allocation of funding from the LEA to provide provision for all SEN pupils.

Some pupils with SEN may receive exceptionality funding which is used either to provide some 1-1 support or other resources for the pupil.

Access to the Curriculum / Inclusive Schooling

All pupils at Edwinstree have access to a broad and balanced curriculum including the National Curriculum.

This incorporates providing effective opportunities for **all** children.

At Edwinstree we recognise the importance of Inclusion and the

responsibility of the need to overcome potential barriers to learning and assessment for individuals and respond to pupils' diverse learning needs.

Teaching and Learning

The school enables access for all pupils to all the activities that make up the whole life of the school, both formal and informal.

Teachers have responsibility

- to set suitable learning challenges.
- respond to pupils' diverse learning needs.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils in order to be fully inclusive.
- Access performance data to support targets and assessment of SEN pupil progress.

The school places great value on the use of Learning Support Assistants throughout the School.

Most of this support occurs within the classroom targeted at identified children.

Occasionally individuals or small groups of pupils may be given time outside the classroom to work on improving skills with a Learning Support Assistant

In Maths pupils are placed in ability groups. Those identified as having difficulties in this area are taught in a smaller sets.

Statemented pupils will be supported by a Learning Support Assistant if provision requires this.

Teachers plan effectively for the use of the Teacher Assistant available to them.

Pupils with SEN access the curriculum by the use of differentiation. The differentiation will be appropriate to the pupils' learning styles.