



THE BARLOW RC HIGH SCHOOL & SPECIALIST SCIENCE COLLEGE

SPECIAL EDUCATIONAL NEEDS POLICY

AGREED BY LEADERSHIP TEAM 14th November 2005

REVIEWED BY CURRICULUM COMMITTEE 16th January 2006

RATIFIED BY GOVERNING BODY **SPRING 2006**

DUE FOR REVIEW **SPRING 2007**



PRINCIPLES

In line with the school's Mission Statement, our Mission is to show love in our actions, words and respect for others.

We value our different talents and abilities and our aim is to bring out the best in everyone within a safe and happy environment.

All pupils are entitled to benefit from a broad, balanced and relevant and differentiated curriculum.

All pupils at some stage require provision that is additional to or different from what is made for other pupils.

OBJECTIVES

As an inclusive school, we strive to enable pupils with special educational needs to participate successfully in all aspects of school life.

To ensure that the school works in partnership with pupils, parents/carers and other agencies.

To ensure that staff are able to identify pupils who require additional support and have the necessary information to deliver a differentiated approach.

RESPONSIBILITY FOR COORDINATING THE PROVISION OF EDUCATION FOR PUPILS WITH SEN

Mrs. K. Blower	SEN Governor
Mrs. C. Fallon	Faculty Leader, Pupil Support
Mr. J. Richardson	Deputy Faculty Leader Special Educational Needs
Coordinator (SENCO)	

The school has a team of Teaching Assistants and Learning Mentors who have individual responsibilities which promote the principles, procedures and practices of a whole school approach to meeting SEN.

Each Faculty nominates a teacher who is a member of the Pupil Support Faculty Representatives Committee. This Committee meets half-termly.

Responsibilities are laid down in the school's Pupil Support handbook.

ARRANGEMENTS FOR COORDINATING PROVISION

The Faculty Leader and Deputy Faculty Leader, Pupil Support work closely in order to provide a holistic approach to special educational needs.

The SENCO has the responsibility for the day to day management of the SEN provision in the school.

The Pupil Support Faculty will:

- Develop effective systems of communication to coordinate both internal and external provision
- Work closely with other teachers to encourage identification of individual need within the school
- Work in partnership with staff to determine appropriate strategies for support
- Work in partnership with parents/carers through regular contact as part of the review process
- Maintain the school's SEN Register in line with the SEN Code of Practice. All appropriate members of staff have access to the SEN Portfolio which contains all the necessary information
- Liaise with outside agencies and where appropriate, encourage multi-agency working
- Promote good practice by communicating through the consultative structure of the school
- Contribute to the school's Improvement Plan with regard to pupil's requiring support

ADMISSION AND TRANSFER ARRANGEMENTS FOR PUPILS WITH SEN

The school liaises with feeder primary schools regarding the transition of all pupils in to Year 7. The SENCO liaises regularly with feeder primary schools to ensure the smooth transition of pupils with special educational needs.

Pupils who transfer from other secondary or special schools will have an Individual Transition Plan.

The Pupil Support Faculty liaises with receiving schools/colleges or work placement. The Faculty provides all the necessary information in order to ensure a smooth transition.

FACILITIES

The Pupil Support Faculty has its own suite of rooms incorporating the Ambrose Barlow Centre, two teaching rooms and two offices.

With the support of relevant agencies, the school assesses pupils with disabilities on an individual basis. The school then plans and implements appropriate provision.

ALLOCATION OF RESOURCES

The school receives two allocations of funding in order to meet its responsibilities for special educational needs provision:

- The first allocation is targeted at pupils with Statements of SEN; each pupil receives a band of funding according to their needs and provision as set out in their statement. This is usually in the form of direct support to the pupil within the mainstream classroom or the delivery of remedial programmes in small groups.

- The second allocation of funding is based on the number of pupils on free school meals within the school and on the attainment levels of pupils transferring from primary schools. This funding is primarily used to provide specialist staff to manage pupil support across the school

In addition to this specific funding, the school also uses part of the overall annual budget to fund its whole school approach to SEN. This funding maintains smaller teaching class sizes and the purchase of specific additional resources, as and when required.

IDENTIFICATION, ASSESSMENT AND PROVISION

The identification of individual needs is an ongoing process which is based on:

- Transfer documents

- Primary SEN Transfer documents and visits

- Liaison with Primary colleagues from the Diversity & Inclusion Service

- Internal screening of year groups within the school

- Referrals from staff, parents, pupils and other agencies

- Ongoing consultation with staff to encourage identification within the curriculum

- Monitoring and observation

The assessment of pupils will be flexible and will be in response to the nature of needs identified:

- Diagnostic testing carried out by the Pupil Support Faculty and other agencies
- National Curriculum levels and attainments
- Primary School records
- Expertise provided by other agencies
- Objective Teacher assessment and classroom observation
- Individual interview for Individual Education Plans
- Parental concerns

The provision will be based on the findings of assessments that are carried out. This provision will be outlined in a pupil's Individual Education Plan which will be monitored and reviewed as and when necessary.

The school aims to provide a wide range of programmes which meets the needs of all pupils who require additional support for their learning, behavioural or emotional needs.

The school has a Learning Support Unit: The Ambrose Barlow Centre, which is an integrated provision within the school.

ACCESS TO THE CURRICULUM AND SCHOOL ACTIVITIES

Access to the Curriculum and Activities are outlined in the principles of this policy, and are achieved through the following:

- Teachers are assisted and encouraged to provide a flexible approach to the provision of support based on the identification of individual need.
- The aim to increase the range of programmes which raise attainment levels
- Pupil Support Faculty staff meet with individual teachers to identify and discuss common concerns with regards to curriculum access for pupils with SEN.
- The school enables all pupils with SEN to have equal opportunities in accessing the whole range of school activities, both social and academic. This is reinforced through the school's working partnership with special schools to provide mainstream education opportunities for pupils, where this is considered appropriate.

LINKS WITH OUTSIDE AGENCIES

The school, as part of its multi-agency approach, works closely with children's services. The school has a Pastoral Manager and Education Welfare Officer who work closely with the Pupil Support Faculty. A nurse is based at the school for two days per week.

A broad range of services make a valuable contribution towards the provision for pupils with SEN. These include:

- Diversity & Inclusion Service
- Educational Psychology Service
- Child Mental Health Services
- Social Services
- Medical Practitioners

PARTNERSHIP WITH PARENTS

Partnership with parents/carers is integral to the ethos of the school. Their views are valued and are involved in the processes outlined in the Code of Practice for SEN.

EVALUATION OF SEN PROVISION

- The school's Designated SEN Governor meets with the Pupil Support Faculty Leader and Deputy Leader in order to monitor the progress of the Faculty's Development Plan.
- The school's SEN Policy is reviewed on an annual basis.
- The review of the SEN Policy and provision forms part of the Governors' Annual Report to Parents.

STAFF DEVELOPMENT

The in-service training of staff is identified in the School's Improvement Plan and through the Performance Management Cycle.

COMPLAINTS PROCEDURE

Parents/Carers concerns are valued and where they exist please contact in the first instance, Mr. J. Richardson (SENCO) or Mrs. C. Fallon (Faculty Leader).

The school's Complaints Procedure is published in the Prospectus and can be referred to as necessary.

