

The Pontypridd High School



Special Education Needs Policy

Date approved by governing body – 3rd December 2014

“Learning and Achieving Together”
“Dysgu a Chyflawni Gyda’n Gilydd”

The Pontypridd High School



SPECIAL EDUCATION NEEDS

POLICY

Date of Policy: December 2014

Staff Responsible: Mrs C Thomas

Review Cycle: 2 years

Review date: December 2016

SPECIAL EDUCATION NEEDS

Rational

Pontypridd High School is an inclusive school, which means that all of the pupils within the school, irrespective of race, gender or ability have a right to access an education which is broad, balanced, and relevant, which meets all statutory requirements.

The main aim of the Learning Support Department is to enable all pupils to develop their potential to the fullest, gaining maximum personal achievement through a sense of self worth, confidence and celebration of accomplishment.

The “Code of Practice on the Identification & Assessment of Special Educational Needs” defines special needs education as any arrangements which are additional to, or otherwise different from, those provided for the majority of pupils in that age group.

Among the stated aims of our school are these:

- “to give all pupils an equal opportunity in their education whatever their ability, race or sex”;
- “to enable all pupils to develop their potential to the full and gain maximum personal achievement”;
- “to develop in pupils a sense of self-worth and enable them to recognise and celebrate their achievement”;
- “to support pupils in their learning by providing effectively for their individual needs” and
- “to develop in pupils a respect and tolerance for each other as individuals and groups and for all members of the community”.

This policy is presented in the light of such aims.

Our aims are supported by the National Curriculum itself, which states :

“All pupils share the same statutory entitlement to a broad and balanced curriculum, including access to the National Curriculum” (The National Curriculum From Policy to Practice).

In support of this general statement, the Education Reform Act has tried to ensure that the system for modifying or “disapplication” National Curriculum requirements will be a very rigid one. It will be the exception rather than the rule for exemption (even for short periods) to be made.

CODE OF PRACTICE

SPECIAL EDUCATIONAL NEEDS POLICY

OBJECTIVES

- The needs of all pupils who may have special educational needs, either throughout or at any time during their school career, must be addressed. At Pontypridd High School we recognise that there is a continuum of needs and a continuum of provision, which may be made in a wide variety of different forms.
- Children with special educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum.
- All children with special educational needs should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.
- The needs of most pupils will be met in the mainstream, and without a statutory assessment or statement of special educational needs.
- To promote a detailed administrative and practical structure within the school which will ensure that its general aims are realised for pupils with special educational needs.
- To raise awareness among all staff (including supply, student teachers, newly appointed teachers and Learning Support Assistants) and familiarise them with the support procedures in the school and with the pupils who are identified as having special education needs.
- To identify the different requirements of pupils belonging to the special needs category and to bring these to the attention of all staff.

- To recognise and fulfil the needs of staff. To develop the skills and expertise required to ensure that the needs of SEN pupils are best catered for.

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

The school recognises that all children with Special Educational Needs should be identified and assessed as soon as possible, that progress should be closely monitored and that provision should be regularly reviewed.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

It is recognised that a broad, balanced, relevant and differentiated curriculum should be offered to all pupils regardless of ability.

Special educational needs should be considered in this context, and therefore, refer to circumstances which result in any pupil requiring support, something additional to, or otherwise different from that generally made for their peers, in order to develop his / her potential and to take full advantage of the educational opportunities offered to children of the same age.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children (in a secondary school situation) have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

WHO ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

These will include children who may have difficulties which are:

- specifically related to aspects of language or mathematics work;
- connected with sight, hearing or speech;
- physical, emotional or behavioural;
- more general, covering some or all aspects of school work.

IDENTIFICATION/ASSESSMENT/REVIEW PROCEDURES

The school recognises that all children with Special Educational Needs should be identified and assessed as soon as possible, that progress should be closely monitored and that provision should be regularly reviewed.

Identification of needs is determined by:-

Prior to Entry to the School –

- School to liaise with feeder primary schools to identify pupils who:-
 - Appear on a Special Needs Register within the primary school
 - Are in receipt of additional learning assistance
 - Have a compromised reading age
 - Have behavioural and emotional difficulties that may impact on their learning experience.

On Entry to the school –

- links and information supplied by the Junior/Primary School;
- National Curriculum Key Stage 2 results;
- National Reading and Numeracy Test results, Suffolk Reading Test results and CATs tests;
- information from parents;
- existing LA statements/psychological reports.

Categories of SEN

SpLD - Specific learning difficulties

M - Medical

HI - Hearing impairment

SEBD – Social, Emotional, Behaviour Difficulties

VI - Visual Impairment

MLD – Moderate Learning Difficulties

ASD – Autistic Spectrum Disorder

ADHD – Attention Deficit Hyperactive Disorder

In the school –

The school has an established and clear system of referral. This includes :-

- referrals via subject departments (subject teachers, Well being Managers and Standards Managers);
- referrals via form tutors or self-referral;
- requests/information from parents;
- information from assessments and reports;
- information/requests from Health/Social Services.

CURRICULUM

The school acknowledges that all pupils are entitled to a broad, balanced and differentiated curriculum incorporating maximum participation in the National Curriculum.

In Years 7-9 special needs pupils have full access to the subject curriculum and are taught in ability groups by specialists for English, Science and mathematics. In all other subjects the class is mixed ability.

In Years 10 & 11, all SEN pupils have access to examination courses at Entry Level and GCSE standard in the core subjects. Opportunities to gain additional qualifications are also provided through work completed with The Prince's Trust.

Individual Education Programmes are devised for all pupils in English and Mathematics. These are distributed to all departments via the designated subject link teacher who liaises with the Learning Support Department.

The Learning Support Department works closely with all departments advising on methodology, materials and modification of subject content to support each individual pupil's needs.

Pupils who experience difficulties in mainstream classes in reading, spelling, comprehension and numeracy at Key Stage 3 are supported by short to medium-term withdrawal for help with basic literacy and numeracy skills.

Strategies currently used to improve basic skills include:

- Word Shark and Number Shark
- Cumbria Reading Programme
- Buddy reading with peer mentors
- Withdrawal sessions in small groups – Clubhouse
- Dockside, Rapid Reader Reading Schemes

RESPONSIBILITIES FOR PROVISION FOR SPECIAL EDUCATIONAL NEEDS

The school holds the view that the school, parents, pupils and the LA are partners in the educational process.

As such, our school believes that pupils with Special Educational Needs can be best served through the adoption of a whole school approach. This implies that all people involved in the life of the school have both a collective and individual responsibility for meeting the needs of all pupils.

Internally, all staff are responsible for meeting the educational needs of all pupils including those with special needs. They are responsible for identifying and referring individuals to the Special Needs Coordinator (SENCO) and to ensure that provision is made to meet the needs of individual pupils in their care.

The co-ordination of provision for pupils with special educational needs is the responsibility of the SENCO –Mrs Claire Thomas.

The SENCO is supported by Ms Anne Hicks in liaising with various external agencies including Educational Psychology Service, Learning Support Services, Physiotherapists, Social Services, Health and Medical Services.

The SENCO and Ms Hicks are jointly responsible for compiling and regularly reviewing the Special Needs Register.

There is also a school governor with a responsibility specifically for SEN.

SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE FOR WALES

The school follows the Revised Special Educational Needs Code of Practice for the identification and assessment of Special Educational Needs.

There are three stages:

School Action

School Action Plus

Statementing.

MODEL OF ACTION – THE GRADUATED APPROACH IN THE SECONDARY SCHOOL

SCHOOL ACTION (A)

This is the initial stage of concern about a pupil's progress. When staff identify that a pupil has SEN / learning difficulty, subject teachers, in consultation with the SENCO, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum on offer and strategies used.

- Subject, pastoral support and Standards Managers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme – an IEP will usually be devised.
- SENCO should take the lead in :
 - planning future interventions for the pupil in discussion with colleagues and support staff
 - monitoring and reviewing the action taken.

SCHOOL ACTION PLUS (P)

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with the parents, at a meeting to review the child's IEP.

Schools should always consult specialists when they take action on behalf of a pupil through School Action Plus.

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support, the pupil continues to make little or no progress in specific areas over a long period.

At School Action Plus external support services, both those provided by the LA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can

advise subject and pastoral staff on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The kind of advice and support available to schools will vary according to local policies.

STATUTORY ASSESSMENT OF SPECIAL EDUCATION NEEDS

School request

- For a very few pupils the help given by schools through Action Plus may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. The child will be brought to the LA's attention either by the school or through a formal request by the parent.
- An assessment under Section 323 of the Education Act 1996 should only be undertaken if the LA believes that the child probably has special educational needs and the LA needs or probably needs to determine the child's special educational provision itself by making a statement.
- It may be that in considering whether the assessment is necessary the LA will conclude that intervention at School Action Plus is appropriate; or the LA might be able to identify different ways in which the school could help the child through such intervention. If so, the LA would conclude that a statutory assessment was not necessary.
- Statutory assessment itself will not always lead to a statement. The information gathered during an assessment may indicate ways in which the school can meet the child's needs without the need for any special educational provision to be determined by the LA through a statement. It may be that the provision of a particular piece of equipment would allow the school, guided as appropriate by expert help, to meet the child's needs or that alternative strategies, as advised by the LA support services, would enable the child to make progress.
- If a statutory assessment results in a child having a statement of SEN, the governors of the school are legally responsible for ensuring that the funding provided through the statement is used for the named child.

The school is fully supported in its provision for Special Needs pupils by:-

The Attendance Welfare Service
The Educational Psychological Service
Behaviour Support Service
The Careers Service
Social Services
The Advisory Service within the LA
CAMHS

MONITORING THE EFFECTIVENESS OF SPECIAL NEEDS PROVISION

The Governors, senior leadership team, teaching staff, parents and pupils are all involved in monitoring the effectiveness in meeting special educational needs.

Effectiveness is measured in several ways, e.g. progress through assessments (continuous tests and examinations), attendance, behaviour, social development, personal development, self-esteem of pupils, examination results, the deployment and use of resources.

The SEN system is reviewed regularly by the Senior Leadership Team as part of the monitoring of Teaching and Learning / Self-evaluation programme in the school.

RESOURCE ALLOCATION TO AND AMONG PUPILS

The LA provides for pupils with Special Educational Needs in its formula-led delegation of finances to school. The allocation of funding for special needs relates to staffing costs, relief or supply cover for SN specialists, support teachers and capitation allowances.

SPECIAL EDUCATION NEEDS / LEARNING SUPPORT PROVISION

All pupils are entitled to a broad balanced curriculum. As far as possible the requirements of the National Curriculum are modified so that children with learning difficulties can benefit from it as far as they are able.

The requirements that each of the core subjects (English / mathematics / science) and foundation subjects (history / geography / technology / music / art / PE / a modern foreign language / Welsh) and Religious Education should be taught for a reasonable time applies to pupils with learning difficulties and to pupils with statements of special educational needs.

Special educational provision can be made in different ways. At present, in Pontypridd High School in Years 7, 8 and 9 pupils are taught in mixed ability groups with English, maths and science being taught in broad ability bands; with specialist teachers for English and mathematics and by subject specialists in science, design and technology, PE, French and Welsh. Each class in year 7 has the benefit of support from a full time learning support assistant; in year 8 and 9 pupils identified with specific needs are assisted by designated support for specific lessons.

In Years 10 & 11 pupils with SEN are entered for examinations in English and mathematics at Entry Level and GCSE. Opportunities to achieve BTEC qualifications in science and ICT are also provided. Work undertaken with The Prince's Trust enables pupils to achieve vocational qualifications and to acquire work based learning skills that can assist pupils in achieving work placements or accessing college courses when they leave school.

At Pontypridd High School we are promoting, wherever possible, the integration of pupils with learning difficulties within mainstream classes. The school is looking at many ways of promoting and furthering the practice of pupil support in the mainstream. The Clubhouse facility, Cumbria Reading Programme intervention, Student Assist Programmes and Learning Coaches with withdrawal teaching in small groups are strategies currently favoured for assisting pupils with learning difficulties.

Pontypridd High School is a single site school with the newer, lower school block located to the side of the upper school. We have made the school accessible for pupils with physical disabilities by the installation of wheelchair lifts at both our Lower and Upper School sites.

The school has developed an accessibility plan which states our targets for the future in further developing access to the physical environment of the school, improving access to the curriculum and to the delivery of information for our students and their parents/carers.

All parents / carers and pupils with SEN are invited to visit our school in Year 6 to discuss their children's SEN and facilities available. All efforts are made to welcome both parents/carers and pupils with SEN and pupils with disabilities into school life generally.

All pupils are encouraged to play an active part in both curricular and extra-curricular activities.

LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES

External specialist advice and support are available from the LA's SEN services, which include:

- Speech and Language
- Visual and Hearing Impairment
- Physical/Motor Impairment
- Learning Difficulties
- Autistic Spectrum Disorder
- Literacy Difficulties
- Specific Learning Difficulties
- English as an Additional Language
- Traveller Education
- More Able Pupils

The school has access to an Education Inclusion Officer, the Educational Psychologist, advisory and peripatetic staff.

The latter three are able to provide advice and guidance on issues related to curriculum provision, more able pupils, gender issues, as well as assisting with the identification and assessment of pupils' individual needs.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SPECIAL NEEDS PROVISION

These are the same as those for dealing with any other complaint. Parents should, in the first instance, contact Mrs Claire Thomas, SENCO, if they have any cause for concern.

Approved by:



Mr H Cripps, Headteacher



Mr P James, Chair of Governors

Date:

December 2014