

King James's School

Whole School Policy For Inclusion and Special Educational Needs

Revised November 2008
A Jones

<u>Philosophy</u> The school believes that:	<u>Principles</u> The school intends that:	<u>Procedures</u> The school will achieve this in the following ways:	<u>Performance</u> The school will monitor through:
<p>All students are the shared responsibility of all staff.</p>	<p>In the light of school philosophy and current legislation, each Department will outline in its departmental policy how it will meet the needs of students with learning, behavioural, social and physical disabilities within its subject area.</p> <p>Subject teachers and pastoral staff, with the help of the Learning Support Department will share responsibility for all students within the wider context of whole school provision.</p> <p>School will anticipate and plan for students with physical difficulties, including those with disabilities and ensure that the environment and facilities are as fully accessible as possible</p>	<p>Subject teachers will notify the SENCO of needs identified in subject areas through L.S representative and department meetings, and take action to meet students' needs. SEN will feature on every subject department agenda.</p> <p>Information will be passed between the SENCO and departments by a designated member of each department. Meetings with department representatives will be held half-termly. A representative from the Learning Support Team will attend and provide information on referred students and SEN issues.</p> <p>Staff will have access to information about individual students.</p> <p>The SENCO will meet on a regular basis with the Deputy Head (Pastoral) and Assistant Headteachers with KS3/4 responsibilities to share information and formulate action plans.</p> <p>The SENCO and Heads of Year will meet regularly to share information. The SENCO, Learning Support Team and Heads of Year will meet with outside agencies to monitor student progress.</p>	<p>Staff awareness of students with SEN and their status on the School Support Record.</p> <p>Observation of lessons</p> <p>Minutes of meetings and action taken.</p>

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<p>All students are entitled to a broad and balanced curriculum which is differentiated to meet each student's needs and ensure maximum progress.</p> <p>Teaching and learning will be sensitive to the needs of all learners and recognise different routes to achievement.</p>	<p>Departments and their subject teachers will differentiate within the student's normal classroom work as part of Wave 1 provision.</p> <p>Appropriate support will be given to allow access to the curriculum, including adaptations for students with physical disability.</p> <p>Curriculum will reflect diversity of the wider community and respond to changes in the school population. Departmental policies will reflect the need to provide for a variety of teaching and learning styles.</p> <p>The curriculum will be planned to develop student independence in learning and self advocacy.</p> <p>Appropriate support will be given to students in need of access arrangements in internal and external examinations and assessments.</p>	<p>Departments will include information on differentiation in their schemes of work.</p> <p>The SENCO and Support Staff will offer advice on differentiation and strategies for meeting the needs of students in the classroom. Support staff will offer practical assistance in the preparation and delivery of differentiated materials.</p> <p>Students will be supported, as often as possible, in the classroom alongside their peers, or withdrawn from the classroom according to their individual needs. In some subject areas students will be placed in smaller setted or banded groups with enhanced teacher-student ratio.</p> <p>Teaching and social spaces will be organised flexibly and efficiently to take account of need.</p> <p>A Homework Club will operate to assist students who are finding homework difficult. The Learning Support Department will provide a lunchtime facility for students with social / communication difficulties and an additional after-school club to provide assistance with homework for those most in need.</p> <p>Where appropriate, the school or LEA will make adaptations to the buildings to allow access to all areas for all students.</p> <p>The Examinations Officer will arrange support for students during internal and external examinations.</p> <p>For external exams, access arrangements for examinations will be requested by the HOD in consultation with the SENCO. Assessments will be made by the Learning Support Department. Applications will be processed by the Examinations Officer.</p>	<p>Evidence of differentiation within schemes of work.</p> <p>Students' work.</p> <p>An analysis of the support being offered.</p> <p>Progress of students.</p> <p>Review of examination arrangements</p> <p>The use of bench marking (Learning Cycle) data to identify and respond to under achievement.</p>

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<p>All students are equally valued.</p>	<p>All students should be integrated as fully as possible into the educational and social life of the school and their needs met.</p> <p>A range of support strategies will be utilised.</p> <p>Barriers to attendance resulting from disaffection, health or social circumstances will be removed as far as possible and good attendance encouraged.</p> <p>The inclusive approach will extend beyond those with physical, learning or behavioural needs to include gifted children, ethnic minorities, travellers, refugee children, children involved with drug abuse, looked after children, prisoner's children, victims of bullying, pregnant girls, teenage mothers, young offenders, children with mental health problems, bereaved children, those with EAL and children in poverty.</p>	<p>Students will be supported, whenever possible, in the classroom alongside their peers. Students will only be withdrawn from lessons for specific purposes and according to their educational need.</p> <p>Subject departments will offer a differentiated curriculum designed to meet individual student needs, providing Quality First Teaching at Wave 1.</p> <p>All students will be encouraged to participate in extra-curricular activities.</p> <p>The work of external agencies will be utilised in school including: School Nurse; CAMHS; Social Services; range of voluntary agencies; Young Carers; Mentors; NYBEP; Health (physiotherapy; CDC)</p> <p>Integrated plans for work experience and links with Careers will be developed and implemented to enhance and develop personalised learning.</p> <p>The work of LEA services will be utilised in school including: Learning Support; Educational Psychology; Behavioural Support; Educational Welfare and Social Work; Autism Outreach; Hearing and Visual Team; Physical Disability Team</p>	<p>Support teaching planning and records. Discussions with subject, pastoral and learning support staff.</p> <p>Reviewing the level of participation of students with special educational needs in the school's curriculum and activities.</p> <p>Acknowledging success of students in lessons.</p> <p>Student participation in extra-curricular activities.</p> <p>Data on attendance will be analysed alongside that on achievement.</p> <p>Use of outside agencies and Home – School Liaison to monitor well being, achievement and progress.</p> <p>Experience of students on work placements and college courses.</p>

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<p>There should be a flexible and staged structure of provision for meeting the needs of all children and young people.</p>	<p>A record will be kept to identify the name of the student and their need.</p> <p>For the purposes of conforming to the Code of Practice for Identification and Assessment of Special Educational Needs, referral and documentation will record students as being at School Action, School Action Plus or Statement of Educational Need.</p> <p>A working partnership will be established with statutory, voluntary and other relevant agencies, making use of their support to meet the needs of learners.</p>	<p>The SENCO, in consultation with subject and pastoral staff, will maintain a School Support Record.</p> <p>Subject Departments and pastoral staff will notify the SENCO / Learning Support Team of students who are causing concern.</p> <p>All students will have individual targets set within subject areas following the principles of the Learning Cycles. In addition, IEPs, IBPs or PSPs will be drawn up for some students at School Action Plus who receive additional support or provision and for those with Statements of Educational Need.</p> <p>Regular meetings will be held to plan provision for student needs and share information.</p> <p>Students will be consulted and their opinions recorded.</p>	<p>Regularly reviewing the number of students at different stages on the School Support Record and their transfer between stages.</p> <p>Record keeping and reporting at the end of each Learning Cycle. Analysis of data following each Learning Cycle.</p> <p>Reviews of Individual Educational Plans/Individual Behaviour Plans and Pastoral Support Plans.</p>

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<p>Some students may require additional resourcing to meet their needs.</p>	<p>Targets for individual students will be set by subject and pastoral staff.</p> <p>IEPs, IBPs or PSPs will be drawn up for some students on School Action Plus and Statemented students.</p> <p>Support will be provided according to students' needs, within the limits of available resources.</p> <p>Finance and resource allocation will openly support inclusion.</p> <p>Governors and staff will be aware of the means of allocating resources.</p>	<p>Subject and pastoral staff will set targets and monitor progress through Learning Cycles.</p> <p>IEPs, IBPs and PSPs will be developed by the SENCO, Learning Support Team and Pastoral Team, together with relevant subject, support and pastoral staff and, wherever possible, the student.</p> <p>The SENCO, in consultation with staff, will organise appropriate support for students with learning, behavioural and physical disabilities, including those with Statements of Educational Need. Students with behavioural difficulties will be referred to the pastoral team and Behaviour Manager.</p> <p>At School Action Plus, or before when necessary, advice will be sought from outside agencies.</p> <p>The school will provide information required by the LEA to make a statutory assessment of a student's special educational needs.</p> <p>Through the provision of a Learning Support Department and the identification of staff responsible for oversight of vulnerable and gifted and talented students.</p> <p>Through the provision of a Referral Centre for some students with emotional, social and behavioural needs.</p>	<p>Analysis of data following each Learning Cycle.</p> <p>Regular review of IEPs, IBPs and PSPs.</p> <p>Consultation with parents and students</p> <p>On-going discussions with school staff; agenda discussions at meetings of Leadership Team, Learning Support Department; subject departments and pastoral teams, <u>LS representatives</u>.</p> <p>Annual Reviews of Statements of Special Educational Need.</p> <p>Records of Support Service involvement.</p> <p>Reports written and received.</p> <p>Visits by Advisors, Inspectors and members of the Pupil and Parent Services.</p>

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<p>All teaching staff should be aware of the learning needs of the children they teach.</p> <p>In this way, the needs and potential of all learners will be anticipated and provided for.</p>	<p>Staff will have the opportunity to attend in-service courses</p> <p>Staff will be regularly up-dated on special educational needs and inclusion issues and developments.</p> <p>Staff will be made aware of particular differences between learners, and professional development activities will be provided to prepare staff to respond to learner diversity.</p>	<p>Staff development needs will be identified through Departmental Development Plans and Performance Management, and access to training/courses provided as appropriate.</p> <p>Information will be disseminated from the SENCO through LS department representatives and the Learning Support Team. Members of the LS Team will attend department and Year Team meetings as required to discuss inclusion and SEN issues.</p> <p>All departments will have access to information on the INTRANET outlining SEN issues, types of special needs and intervention strategies.</p> <p>All staff have access to Provision Maps on the INTRANET</p> <p>The INTRANET will be developed to disseminate information and guidance.</p> <p>The SENCO will maintain membership of the National Association for Special Educational Needs (NASEN).</p> <p>The SENCO will maintain membership of Patoss (Professional Association of Teachers of students with specific learning difficulties.)</p>	<p>Review of courses attended and initiatives undertaken.</p> <p>Minutes of relevant meetings. Attendance at department meetings. L S representative meetings. Classroom observations</p>

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<p>Parents should be involved as partners in the education of their children.</p>	<p>Parents' knowledge and views will be utilised as fully as possible in assessing and meeting the learning needs of their child.</p> <p>There will be an ongoing process of consultation and involvement with young people / parents and parent's views will be respected.</p> <p>Parents' input will be encouraged to support their child's learning and behaviour at home.</p>	<p>The Learning Support Department will operate an 'open-door' policy to enable parents to consult with the SENCO and Learning Support Team on matters concerning SEN and inclusion.</p> <p>Parents will have access to a PPS Partnership Officer in the event of a disagreement with the school.</p> <p>Parents will be encouraged to take an active role to support a student's learning at home.</p> <p>Parents will be sent, or shown, a copy of the review of a student's IEP, IBP or PSP. Parents will be asked to review their child's progress in relation to targets set.</p> <p>Parents of students who have a Statement of Educational Need will be invited to attend the student's Annual Review.</p> <p>Parents will be invited to attend Parent Consultation evenings at school. The SENCO, subject, pastoral and support staff will discuss student progress.</p> <p>Parents will be invited to attend a Parent Support Group, held once every term.</p>	<p>Responding to parental concerns, through regular contacts.</p> <p>Regular reviews of IEP, IBP and PSP including parental comments</p> <p>Parental attendance at Annual Reviews and/or written contributions they make.</p> <p>Attendance at Parent Consultation Evenings.</p> <p>Involving parents and carers in a review of practice.</p>

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<p>Early and accurate identification of learner needs is essential.</p>	<p>The learning needs of students will be identified as early as possible and appropriate support provided.</p> <p>Students will be actively involved in all lessons they are able to access and be well supported by all school processes.</p>	<p>The KS3 Manager, Head of Year 7 and the SENCO will visit primary schools to meet transferring students and school staff.</p> <p>Use will be made of National Curriculum assessment evidence and reports from primary/feeder schools.</p> <p>Consultations will take place with members of external support services regarding students on School Action Plus.</p> <p>Standardised tests will be administered at the beginning of Year 7 in Reading and Spelling.</p> <p>Subject staff will notify the SENCO of the identification of students causing concern.</p> <p>A transitional programme will be offered to vulnerable year 6 students during the summer term prior to their admission in September.</p>	<p>Visits to primary and other feeder schools.</p> <p>Attendance at meetings and reviews.</p> <p>Analysis of test results.</p> <p>Analysis of the SEN School Support Record.</p>