



**BARNSELY CHRISTIAN SCHOOL
POLICY AND PROCEDURES**

Special Educational Needs
Policy (SEN)

Christian^{Barnsley}
S C H O O L

BARNSELY CHRISTIAN SCHOOL

Special Educational Needs Policy

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Introduction

This policy document is a statement of the aims, principles and strategies to ensure effective, appropriate and efficient provision for children with Special Educational Needs (SEN) at Barnsley Christian School.

It was formulated in 2007 and is reviewed and adapted and added to where necessary annually in conjunction with the School Management Team, school staff, the SENCO and the Governing body. The date of the last review was Sept 2010.

The DfES Code of practice has been taken into consideration in the formulation of this policy.

At Barnsley Christian School, we are committed to offering an inclusive curriculum and environment to ensure the best possible progress for all of our pupils whatever their requirements or equalities characteristics. Not all disabled pupils have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

Definition of SEN

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.'

1. Background

1.1 Entrance to the school is not automatic for any pupil, and for pupils with SEN, the balance of the whole class must be considered as well as their individual needs. Before applying, parents of children with SEN are invited to discuss their child's needs with the Headteacher to ascertain if this is a suitable school for their child and if the resources they need are in place within the school.

1.2 Barnsley Christian School will consider very carefully any applications where prospective pupils have SEN. Individual applications will be discussed with the class teacher during the taster week undertaken by all prospective pupils. Issues arising will be discussed by class teachers, form tutors, the SENCO, SMT and Governing Body where appropriate prior to making final decision.

1.3 Admittance of pupils with complex SEN requirements will be given consideration

where possible at the discretion of the Head teacher in consultation with the School Management Team and if appropriate with the school's Governing Body.

1.4 The governing body has an agreed admissions criteria which endeavours not to discriminate against pupils with 'special education needs or disabilities,' and its admissions policy has due regard for the guidance in the Code of Practice.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place as the building in which the school is placed currently has mobility limitations. The school has an Accessibility Strategy which is appended to this policy. The school does not have a special unit.

2. Aims of the Special Educational Needs (SEN) Policy

2.1 To ensure provision and entitlement is provided within a Christian context it is recognized that an individual is made in God's image and has needs of a holistic nature, incorporating the cognitive, emotional, social, physical and spiritual aspects.

2.2 To raise awareness and understanding of all members of staff with regard to the pupil's educational needs.

2.3 To identify at the earliest opportunity all pupils that need specific requirement support to facilitate and enhance their physical, social, emotional communication or cognitive development.

2.4 To make suitable provision for them to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

2.5 To involve parents, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school, ensuring that learners express their views and are involved in decisions that affect their education and well being.

2.6 To work in partnership with parents, pupils and external agencies in order to provide for the pupil's special educational needs.

2.7 Ensure that all pupils with SEN are fully included in all activities of the school in order to promote the highest levels of achievement and well being.

2.8 To plan for any pupil who may at some time in their education, have special educational needs.

2.9 To promote self-worth and enthusiasm by encouraging independence at all age levels.

2.10 To give every child the entitlement to a sense of achievement.

2.11 To promote a whole school approach to support disability equality for the benefit of all pupils.

3. Roles and Responsibilities

3.1 Miss Rachel Fearnley (Primary Class teacher) is the Special Educational Needs Coordinator (SENCO) and, working in conjunction with school staff, is responsible for coordinating and delivering the provision for pupils with SEN. Our SENCO has the following specialisms:-

- She is an equality named coordinator.
- She has been involved in the work Include Me TOO National Ltd, a programme endorsed by the central government, all cross parties, the Lords and the Leading Ladies Children's Disability Organisations in the United Kingdom, work from this programme has translated into the school setting.
- The SENCO is also working to embed with the school the UNICEF Rights Respecting Award and ethos and matters of disability are integrated into this. Aspects of its work have been used to inform the SENCO handbook that the National Strategies have been updating this year (2010).

3.2 Key issues are to be reported to the School Management Team and Governing Body when appropriate.

4. Co-coordinating and Managing Provision

4.1 All teaching staff are involved in the development of the school's SEN policy and should be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupil's with educational needs.

4.2 The following areas are the responsibility of the SENCO:

- The daily implementation of the school SEN policy
- Liaising with and advising teaching staff and TAs on SEN matters
- Co-coordinating the provision for children with SEN
- Overseeing the records of all children with SEN and up-dating files
- Contributing to the in-service training of staff
- Liaison with parents and outside agencies and giving pupils the opportunity for voice and influence regarding their requirements and the outcomes of provision made.
- Keeping the Special Educational Needs register up to date
- The production of IEPs working with the appropriate teachers (Individual Education Plans)

5. Identification and Observation of pupils with SEN

5.1 A pupil has an impairment requirement that calls for special educational provision to be made. This may cover a range of need or requirements.

5.2 Cognitive: *For Example:* Literacy, Numeracy, specific learning impairment, restricted concentration span, impairment in sequencing, restrictions in following instructions, impairment in memorising, moderate learning impairment, organisational difficulties.

5.3 Physical: *For Example:* Hearing impairment, sight impairment, speech/language impairment, motor skills requirements, clumsiness, limitations in coordination, medical requirements.

5.4 Emotional: *For Example:* Behaviour requirements, anxiety, lack of self-esteem, pupils who are withdrawn, absence, grievance.

5.5 Social: *For Example:* Isolation, difficulty in making relationships, limitations in cooperative engagements, displays of aggressive and other forms of challenging behaviour towards staff and peers.

These categories link up with the school's aims for developing the 'whole child'.

6. Identification

6.1 Members of staff who identify pupils within this range should bring it to the attention of the SENCO either individually or at staff meetings. An Identification Form is then to be put in place.

6.2 The Identification form will express an identification requirement about a pupil and will include an opportunity for the teacher to record observations of the child, which has led to the identification.

6.3 At this stage discussions between the teacher and SENCO will take place to decide whether the pupil's requirements warrant inclusion on the SEN register or if the child will be monitored for a specified time. At this stage the class teacher has the responsibility for setting targets and strategies to meet the pupil's needs after liaison with other relevant staff, the SENCO and the Management Team.

6.4 Whatever action is decided the SENCO enters this on the Identification Form in the action section. Parents are then informed of the identification of requirement in question by the SENCO and this is then put in writing and sent to the parents after which a meeting with the parents is arranged to explain the matters identified. The parents and the pupil then have an opportunity to express their views and discuss them with the SENCO and then fill in the appropriate section and return it to the SENCO.

7. School Action

7.1 If it is considered at this stage that the pupil requires more extensive help they will move to School Action or in extreme cases School Action Plus.

7.2 At this stage it may be decided that the pupils should be assessed and this will be carried out with a collaborative approach between the class teacher and SENCO. If the assessment indicates a need for support an IEP will be written to give guidance and strategies to adopt for teachers and TAs. A home school element may be required for an IEP to ensure continuity and enhancement between home and school.

7.3 A date will be set for a formal review, which will take place twice a year and will be recorded.

8. School Action Plus

8.1 If it is apparent that the pupil requires extra support over and above that of School Action the subject and/or class teachers in conjunction with the SENCO may decide that there is a case for moving the pupil into School Action Plus. At this stage the pupil's requirements will be assessed further. A new IEP will then be devised. The Individual Education Plan may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support, individually or in small groups.

8.2 At School Action Plus support and advice from outside agencies such as educational psychologists may be sought.

8.3 Parents, and where appropriate, pupils, will be informed at all stages of intervention.

8.4 For pupils who have statements of SEN, as well as the review of their IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in year 11 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the Further Education settings serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

9. Transfer to Other Schools

9.1 When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority,

10. Independent Disagreement Resolution

10.1 The pupil's class teacher will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution (see schools complaints procedure).

11. Reviews

11.1 The policy is reviewed annually and the following criteria are applied:

- Are the identification, assessment, provision and review procedures understood and implemented by the staff?

- Is there effective involvement and liaison with SENCO, subject teachers, form teachers, class teachers, Senior Management, Governors, parents, pupils and outside agencies?
- Are there effective resources for pupils with SEN?
- Are there any areas of policy that need modification, change or development?

12. Evaluating success

12.1 The success of the school's SEN policy and provision is evaluated through:

- Monitoring classroom practice by the Head teacher
- Analysis of pupil's IEP's and assessment results at regular intervals by SENCO
- Feedback from pupils on their own progress and wellbeing.
- Analysis of individual examination results
- Discussions with staff to assess changes in attitude, behaviour and academic progress of SEN pupils.

13. External Support Services

13.1 The school has links with the Barnsley's branch of Connexions and our Careers officer is Mrs Greta Zientek who may advise the school regarding any pupils who have special educational needs.

13.2 For GCSE and other public exam Access Arrangements, if an assessment is required the school can recommend an Educational Psychologist and liases with the relevant GCSE board on arrangements.

13.3 The school is seeking to work with Ruth Coppard, a child psychologist based at Keresforth Centre, Broadway, Barnsley who will advises the school regarding issues related to Asbergers syndrome.

13.4 New Street Clinic and Samantha Willerton as Educational Psychologist.

14. In Service Training and Disability Equality Awareness Raising

14.1 Staff are made aware of any SEN courses as appropriate. Courses may also be made available for those teachers and teachers' assistants seeking specialist information and training in the teaching of pupils with particular impairments. The SENCO also provides any specialist information needed by teachers and teaching assistants during staff meetings where concerns can be expressed.

Signed.....

Name.....

Date.....

Date of last review: September 2010

Date of next review: September 2011