



## **SEN POLICY**

**September 2017 to September 2019**

### **VISION**

All students on the SEN/D register to make at least the nationally expected levels of progress

### **ROLES AND RESPONSIBILITY**

Louise Jenkins  
Special Educational Need Coordinator  
BSC Honours Biochemistry  
PGCE Science  
NASENCO award  
E-Mail [l.jenkins@portchester.hants.sch.uk](mailto:l.jenkins@portchester.hants.sch.uk)

Rachel Gibbens  
Deputy Senco  
Responsibility for physically disabled students, resourced and non-resourced  
E-Mail [r.gibbens@portchester.hants.sch.uk](mailto:r.gibbens@portchester.hants.sch.uk)

This policy should be read in conjunction with the school's Accessibility Policy, Teaching and Learning Policy, Anti-Bullying Policy and the SEN/D Information Report on the school's website.

The roles and responsibilities of school personnel regarding special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

**Governing Body:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEN/D.
- Monitoring the policy through the school's self-evaluation procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

**The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Informing the Governing body.
- Responsibility for the allocation of funding devolved directly from the LA.

**The Assistant Headteacher:**

- Line Management of the SENCO and advocate on the SLT

**SEN Coordinator and Deputy (with relation to PD students):**

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and Performance Management.
- Screening and identifying students.
- Coordinating provision for students.

**Supporting the teaching and learning of students with SEN/D.**

- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing and monitoring IEPs for those with SEN/D and others, as required.
- Monitoring departmental delivery of the SEN/D Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Learning Support Assistants.



- Being responsible and accountable for the whole-school SEN/D resources.
- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors.

### **Subject Leaders:**

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D

### **Other Staff:**

- **“All teachers are teachers of special needs”**
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring IEPs are considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEN/D.
- Raising individual concerns to SENCO.

### **Learning Support Assistants**

- Support students with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using student data.
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of



the class teacher.

- Support SEN/D students on Educational Visits and all other students where possible.
- Jointly plan with teachers, where appropriate.

## **Philosophy**

This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all students. The Governors of Portchester Community School value the abilities and achievements of all its students and are committed to providing, for each student, the best possible environment for learning.

The Learning Support Department operates in accordance with the following principles:

- All teachers at Portchester Community School are teachers of students with SEN.
- All students can achieve their very best.
- All students have a right to a broad and balanced curriculum.

All students should share in all aspects of the life of the school.

The department, students and parents should work in partnership.

## **Aims of School SEN/D Policy**

- To ensure that all students have access to a broad and balanced curriculum
- To ensure that the provision for students with SEN should match the nature of their needs within allocated budget
- To record, monitor and note the outcome of the provision provided for students with SEN
- To ensure that SEN students are involved, where practicable, in decisions affecting their SEN provision
- To consult and work in partnership with parents of students with SEN
- To consult and involve outside agencies whenever necessary
- To integrate students with SEN into the life of the school providing additional support as needed to achieve this.

## **Definition of Special Educational Needs**

Students have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them. Students have difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of



others 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 mainstream schools.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including ASD, Asperger's Syndrome and Autism.
- Cognition and learning, including MLD, SLD and Global Delay.
- Social, emotional and mental health difficulties, including ADD, ADHD and Attachment Disorder.
- Sensory and/or physical needs, including Vision impairment, hearing impairment and physical disability.

### Identifying Special Educational Needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioral difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare



- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **Admission Arrangements for Students with SEN/D**

The Governing Body believes that the admissions criteria should not discriminate against students with SEN/D and has due regard to the Code of Practice. Admission arrangements for students with SEN/D, (but without an Education, Health and Care Plan), do not differ from those of other students. However, in the case of a student in possession of an Education, Health and Care Plan, the placement recommendations of the last Annual Review will be taken into account.

### **Allocation of Resources**

The school is funded to meet the needs of all their students through its core notional SEN budget but is additionally funded to support provision for SEN/D through:

- 1) Resourced provision for the PD resourced unit.
- 2) Additional funding for high needs students.

### **Identification, Assessment and Provision**

#### **Identification**

- The school uses the **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff

#### **New Intake Students in Year 7**

##### **a) Primary Liaison Check**

- Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan is referred to the SENCO.
- The LA notifies school about students who are transferring with EHC plans in the spring of their Year 5. Where practicable, the SENCO attends their Annual Review in Year 5 and 6 to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer via the EHCP and IEP.

##### **b) Initial Screening**



- KS2 tests
- Reading, comprehension, spelling and writing tests
- CAT tests
- Testwise reading test (Suffolk)
- Vernon graded word spelling test
- Single word reading test (GL/nfer)
- Group reading test 6-14

Additional tests available for students who may require further interventions including:

- Bangor Dyslexia test
- Diagnostic reading analysis
- Cognitive abilities test (GL assessment)

### **Screening in Other Year Groups**

Additional screening tests are administered when required.

### **Staff Observation**

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.

The SENCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

### **Referrals by Parents or Carers**

- A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

### **Provision**

Teaching students with SEN/D is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

**A Graduated Response** is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve at least nationally expected progress. Provision is identified and managed by the



SENCO but will be planned and support staff.

delivered by teaching and

### **Graduated Response**

- **Wave 1** – Quality first teaching by all teaching staff
- **Wave 2** - Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- Low CAT scores
- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes to support literacy
- Smaller group sessions and extraction groups
- Small intervention groups
- Appropriate teaching groups / sets
- Group support on a regular basis
- One to one support for specific gaps in understanding.

### **Wave 3**

- Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.
- They are requested to:
  - Provide specialist assessments.
  - Give advice on teaching strategies or materials.
  - Provide short-term support or training for staff.

The IEP is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that a student with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.





## **Statutory Assessment**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

## **IEPs and Reviews**

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC Plans are recorded in the IEP reflecting provision that is additional to, or different from, normal differentiated provision.

The IEP is communicated to all staff who support the student's learning, and to the parents or carers and the student. IEPs are regularly reviewed and updated.

## **Provision of an appropriate curriculum**

Through their departmental development plans, the SIP and in conjunction with SEN statements/EHCP, provision for students with SEN/D is regularly reviewed and revised. It is the responsibility of individual department at the school to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Department.

## **Provision of Curriculum Support**

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

### **a) Curriculum development:**

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitably differentiated materials
- Selection / design of teaching strategies

### **b) Support teaching:**

This is achieved by working collaboratively with a subject teacher. The SENCO and members of the Learning Support Department can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

### **c) Withdrawal**

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Portchester Community School's inclusive ethos.



#### **d) In-service Training**

Learning support staff attend whole school INSET days, SEN department briefings once a week, learning support development meetings after school once every half term.

Where necessary staff attend courses provided outside of school and disseminate training at learning support meetings.

#### **Arrangements for Considering SEN/D Related Complaints**

If a parent is unhappy about the arrangements made to meet the SEN/D of their child they should in the first instance discuss the matter with the SENCO. The Headteacher will address secondary complaints.

The matter will be investigated by the school, in a reasonable period of time, in line with the Governors' arrangements for consideration of complaints.

#### **Arrangements for Inclusion**

The school's policy is to provide all students with access to a rich and broad curriculum, which meets the needs of children of all ability and ages.

- The use of setting and the differentiation of work enable this to happen
- The provision of additional support which enables students to access the curriculum has already been documented
- Students with an EHC Plan can be dis-applied from National Curriculum subjects. This is only considered in extreme circumstances when all parties, particularly the parents, student and appropriate services, request it.

As the school operates a policy of full access to the National Curriculum and of Curriculum Support, students with SEN/D are included fully into the School Curriculum. All students join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any student's health or safety.

#### **Partnerships**

##### **In school**

- The SENCO liaises closely with the SLT, Heads of Department and Heads of Year. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.



## Parents

Portchester Community School actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways; for example: hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening prior to transfer and plan for additional visits through the SENCO.

## Students

Portchester Community School acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.

## External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Portchester Community School include (*this is not an exhaustive list*):

Child and Adolescent Mental Health  
Occupational Therapist  
Hampshire Children's Services  
Specialist Speech and Language Therapist  
Physiotherapist  
SEN/D adviser  
Community School Health Nurses  
Milbrook Healthcare wheelchair services

## Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEN/D issues at LA run 'SENCO network' meetings. (SENCO Circle)



- On the transfer of a student with SEN/D.
- At locally held SENCO conferences.

### **Transfer Arrangements**

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- A minimum of one additional induction day is arranged as required for all students with SEN/D and vulnerability factors.
- A programme of induction for particularly vulnerable students with SEN/D is designed in a bespoke manner for each individual based on need.
- The records of students who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last Review is forwarded to Post 16 placements.

### **SEN/D Marking Policy**

This follows the school's PCS marking policy.

LSAs complete regular feedback stickers in students' books as evidence of support provided in the lesson.