

Thomas Telford School



Disability and Special Educational Needs Policy and Information Report

Reviewed and updated by Caroline Harding-Jack July 2015

Updated July 2015

Review Date July 2016

Introduction

Thomas Telford School is committed to fair and equal treatment of all individuals regardless of need. Thomas Telford School shall have regard to the Special Educational Needs and Disability Code of Practice (2014) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Family Act 2014.

Thomas Telford School will ensure that all children with Special Educational Needs receive the appropriate support as outlined in the Special Educational Needs and following documents:

- DSEN Code of Practice 2014.
- Equality Act 2010 advise for schools D of E 2013
- Statutory guidance on Supporting Pupils at School with Medical Conditions April 2014
- Schools SEN Information Report 2014
- Teachers Standards 2012
- Thomas Telford School Safeguarding Policy 2015
- Accessibility Plan 2014-17

All students identified as having Special Educational Needs and Disability (DSEN) will be provided with equal access to the curriculum through support that will be given in a variety of ways to suit individual needs and requirements. Thomas Telford School will operate a whole school approach to Special Educational provision, where all staff are responsible for meeting the Special Educational Needs and Disability of students. DSEN will be used as an abbreviation for Special Educational Needs and Disability throughout this policy.

Aims for which educational provision is made at the school.

The aims of this policy are to ensure as far as is reasonably practicable that:

- The Special Educational Needs and Disability Code of Practice (2014) is implemented together with the Education Act 2011.
- Thomas Telford School environment accommodates students with disabilities and provides the appropriate facilities.
- Students with DSEN have access to the appropriate support and adaptations to enable them to be fully included in the life of the School.
- The views of the individual student and their parent/guardian are taken into account at all times when their requirements are being assessed.
- To ensure that students receive and enjoy their educational entitlement, irrespective of gender, ethnicity, race, religion or special need.
- Our best endeavours are used to secure special educational provision for students for whom this is required that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the following areas of need:

1. Communication and Interaction
2. Cognitive and learning
3. Social, mental and emotional health
4. Sensory/physical

- Members of staff working with students with DSEN have appropriate information, support and training.
- To request, monitor and respond to parent/carer and student views in order to evidence high levels of confidence and partnership.
- To support students with medical conditions and their full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperation and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are Special Education Needs?

Any student, whatever their level of attainment, may experience a difficulty at some stage in their school life. Some students need support to access and progress through the curriculum at a challenging yet appropriate pace. Early identification of students who need additional support is essential to enable staff to provide effective learning experiences for individual students. Some of these students may have Educational Health Plans.

Students who attend Thomas Telford School may have:

- exceptional ability in one or more curriculum areas
- emotional or behavioural difficulties
- physical disabilities
- physical problems connected with sight, hearing or speech
- specific difficulties related to aspects of language, reading or mathematical work
- mild, temporary difficulties which cause a slower rate of progress through the curriculum

Identification and Assessment of Students with DSEN

Assessment should not be regarded as a single event but as a continuous process. Thomas Telford School will be responsive and open to expressions of concern by parents/carers and take into account any information parents/carers provide about their children. Some students may also raise their own concerns about their progress which will be considered and treated seriously. Thomas Telford School is aware of parent partnerships service and parents/carers will be offered advice and support as and when appropriate.

It is acknowledged that the request for support for individual students can occur at any time. The identification of need can come from any one of a number of sources. For example:

- Subject Teacher
- Personal Tutor
- School Nurse
- Feeder Primary School
- Any member of staff
- Parents
- Outside Agencies
- The individual student

Identification of a student's DSEN may take a variety of forms including the measurement of student's progress by referring to:

- Evidence of teacher observations and assessment
- A student's performance highlighted through the Module Reporting system
- Standardised screening or assessments
- Collation of a number of performance indicators

Thomas Telford School will adopt a graduated response to match the special educational provision to the needs of the students, with due regard to the Special Educational Needs and Disability Code of Practice (2014).

What is Learning Support?

Thomas Telford School operates a whole School approach to special educational provision. This means that all staff are responsible for meeting special educational needs and have a responsibility for all students. Effective mixed ability teaching provides the foundation for maximising student performance. To this end, the staff at Thomas Telford School have agreed the following objectives:

- to provide a curriculum which enables all students to realise their full learning potential
- to target resources specifically for exceptionally able students, those with learning difficulties and those students with physical disabilities. (see Annex A)
- to provide a whole School approach to Learning Support so that meeting special educational needs is an integral part of curriculum planning, delivery and assessment
- to identify individual needs and provide appropriate support
- to utilise fully Information Technology so that students can take more control over their learning

Extra help and learning support for exceptionally able students and those with learning difficulties may take a variety of forms. For example:

- a specially designed learning programme with differentiated starting point
- assistance from an extra teacher, technician, or helper in the classroom
- being taught individually or in small groups
- using technological equipment, e.g. electronic spelling aids, radio microphones and software for specific skill training, mobility aids.

DSEN support takes the form of a four part cycle:

1. Assess – a clear analyses of the student's needs
2. Plan – parents notified and agreement reached on adjustment/intervention support as well as impact on progress, outcomes sought – date for review
3. Do – teacher remains responsible for working with student on daily basis
4. Review – impact of the support and intervention

How is Learning Support Organised?

Raising the attainment of all students, including those with DSEN, is a whole-school responsibility. All teachers are expected to teach inclusive lessons in which all students:

- are able to participate
- can access the key learning at their own level
- take some new learning away with them

Avoidance of labelling and non-segregation is fundamental to good practice. Each student is offered their curriculum entitlement, including the National Curriculum, within the context of the Learning Base alongside their peers and subject teachers. Each student is given the opportunity to develop from their own starting point and progress at an appropriately challenging pace. Additionally, specialist teaching and resources are provided for students who require Learning Support.

All Special Educational Provision is monitored by the Governors of the School.

Mr Bromley Jones is the Governor with responsibility for Special Educational Provision.

Mrs C Harding-Jack is the Head of Special Needs with line responsibility for the day to day co-ordination of the provision and overall responsibility for Special Needs.

When the needs of individual students have been assessed, it may become necessary to target additional resources to facilitate learning. A Learning Support Team, (see Annex B), has been established to enable teachers in the Areas of Experience to:

- develop procedures for the identification of students with special educational needs, including the exceptionally able (see Annex A)
- provide in-class support for targeted students
- team teach or provide individual tuition if the need arises
- in conjunction with the class teacher, prepare individual programmes of study and resources for targeted students
- develop staff expertise in catering for students with special educational needs

The SENCO will provide specialist guidance and co-ordinate this provision in consultation with the Senior Management Team.

Special Needs will feature as a weekly agenda item on both Senior Management, Team and Area of Experience Meetings.

The Learning Support Team will meet with the Deputy Head as part of the whole School meeting schedule at least twice termly.

An on-going programme of staff development has been designed to enhance the skills of the Learning Support Team and School staff. This is linked to the School Development Plan.

All teaching staff are informed about students with specific special needs via the Area of Experience Meetings, Staff Briefings, Special Needs Confidential Files and electronic mail. This enables teachers to plan effectively and implement any recommended teaching strategies. Those students identified as having additional needs are provided with a plan of provision. The 'Provision Plans' are accessible to all teaching and support staff and outline the strategies teaching staff should incorporate into their sessions to ensure that practice is fully inclusive. Further advice for teaching staff and support for students is available from outside agencies. For example:

- Educational Psychologist
- Sensory Inclusion Service
- Social Services
- School Nurse
- Child and Family Service

All outside agency support is co-ordinated and overseen by the Head of Special Needs.

Partnership with parents is the foundation stone of the School's work. All Individual Education Plans are discussed and negotiated with parents.

Student progress is carefully monitored. Regular feedback is provided for students and parents via Module Reports, Records of Achievement and Review Meetings between personal tutors, parents and Learning Support Team Teachers.

Special Needs Admissions

Thomas Telford School does not discriminate against students with DSEN. The School admits students from across the whole ability range. Where applicants have identified special educational needs, a meeting will be convened with the Headmaster and/or Deputy Head/Head of Special Needs alongside parents to assess the suitability of the School's provision for the applicant prior to admission.

Where a student has been identified as having a statement for DSEN or Educational Health and Care plans (EHC), a meeting will be convened with the head of DSEN and a representative from the relevant LA from which the student comes, to assess the student's needs. Students who have an EHC, will have all relevant information sharing prior to transfer to ensure appropriate provision is organised.

Requests for transfer documents are circulated to feeder schools and meetings are arranged with Head of DSEN and all relevant outside agencies where possible.

Special Facilities

The School has exceptional resources which enable the staff to cater for the needs of a wide range of students. These include:

- Portable laptop computers
- Access to the School's PC network
- Access to spell-checkers, specialist software and Multi-Media facilities
- A medical room supervised by a full time RGN (Registered General Nurse) qualified nurse
- A lift to the First Floor Teaching Areas
- A Disabled Toilet
- Three Teaching Assistant Support Staff who provide learning support
- Information Technology Technicians who provide support for both staff and students
- A Consultant Educational Psychologist
- Counselling from Releteen
- Careers support

In addition:

- Information Technology Technicians who provide support for both staff and students.

Further information can be obtained from the School's Accessibility Plan.

Role of the SENCO

1. Oversee day to day operation of the DSEN Policy.
2. Coordinate provision with DSEN
3. Liaise with CIC relevant agencies
4. Advise on a graduated approach to provide DSEN support
5. Liaise with parents of DSEN, feeder schools, Educational Psychologist, Health Care Professionals and other independent bodies.
6. Key point of contact with external agencies.
7. Liaise with potential next providers of education.
8. Work with Governors to meet responsibilities under Equality Act 2010 with regard to reasonable adjustments and access arrangements.
9. Ensure records of students with DSEN are updated.

Safeguarding/Child Protection Procedures

The named Safeguarding/Child Protection Officer for Thomas Telford School is Mrs C Harding-Jack.

The named Children in Care (CIC) lead is Mrs C Harding-Jack

Thomas Telford School will show due regard for the guidance issued by Telford and Wrekin Safeguarding Team.

The Role of the Governing Body

The Governing Body holds responsibility for monitoring and reviewing the DSEN policy and provision.

ANNEX A

Provision for Exceptionally Able Students

Students who display exceptional talent in one or more curriculum areas are identified from a range of different sources. These include:

- Results of Admission Assessments
- Feeder School Reports
- Subject Teacher Referrals
- Results from National Curriculum Assessments
- Parental Referral

It is the responsibility of teachers and parents to ensure that the motivational level of these students remains high. Exceptionally able students are catered for in a variety of ways at Thomas Telford School to ensure that they are stretched by a curriculum which is challenging and rigorous. Strategies which are currently employed include:

- Individual meetings between parents, personal tutors and able students to establish individual programmes of study
- Regular reports to parents and able students ten times per year which include negotiated targets for future action
- Membership of Express Groups
- Opportunities to take GCSE before Year 11
- Extension activities within the curriculum
- Unlimited supply of relevant, curriculum related homework
- Students who display exceptional ability may be targeted for specialist teaching in small groups within the Option Schemes
- Students may be taught in sets at the direction of the Assistant Head/Manager within the Area of Experience
- Students are actively encouraged to participate in Session 3 activities
- Students are invited to use the Homework Centre which is available from Monday to Thursday during Session 3

ANNEX B

Learning Support Team

C Harding-Jack	Special Needs	Head of DSEN
E Howard	School Nurse	Support Staff
K Harding-Jack	Teaching Assistant	Support Staff
N Lester	Teaching Assistant	Support Staff
C Dyer	Teaching Assistant	Support Staff

Members of staff from other Areas of Experience are co-opted on to the team as required.