
The Whitby High School

A Specialist Technology College



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

AIMS

“Where there is no vision, the people perish”

Proverbs 29 v18

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

EENJOY education and rejoice in success

SPECIAL NEEDS

New legislation on Special Needs is under way at the time this policy is being written. We will attempt to update all our procedures and processes as the legislation is announced

The Code of Practice for Special Educational Needs defines special needs in this way:

“Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children 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.
(Code of Practice, 2001)

At all times we use our best endeavour to secure the following:

- The best special educational provision available to the school is made available for all pupils with SEN,
- The pupils' needs are made known to their teachers,
- Teachers in the school are aware of the importance of identifying and providing for pupils who have learning difficulties,
- Staff ensure that the child integrates into the activities of the school together with those who do not have learning difficulties,
- That staff inform parents of all matters to do with their child's needs,
- That over a period of time school aims to increase access to the curriculum and to the premises in order to become fully inclusive for all pupils,
- That reasonable steps are taken to ensure disabled pupils and pupils with SEN are not placed at a substantial disadvantage either in relation to the admissions arrangements to the school or associated services provided by, or on behalf of, the school.

Special Educational Provision means

“For children of two or over educational provision which is additional to or otherwise different from the educational provision generally made for children of their age in a school maintained by the LA other than in Special Schools in the area”

Objectives

- To identify and address the needs of all pupils who may have SEN throughout, or at any time, during, their school career.
- To provide a learning environment for all pupils, adapted as required according to differing needs.
- To make provision through the normal curricular subject based process.
- To encourage curricular areas to make use of a variety of teaching and learning styles.
- To address literacy issues as a priority.
- To consult pupils, parents and teachers to help form a comprehensive picture of a pupil's learning needs.

Access for pupils with major physical disabilities

Legislation requires schools to:-

- not treat disabled pupils less favourably and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The school is not adapted for access for pupils with major physical disabilities as it has three blocks each with three floors and no lift provision. Where children do have mobility issues, long or short term, efforts are made to timetable those pupils into ground floor classrooms as far as possible and some others are escorted on difficult staircases.

School is aware the disabilities children experience are not all physical and have made arrangements to provide for pupils with Autistic Spectrum Condition and is currently considering how to make reasonable adjustments for pupils with ADHD.

Mental health issues are also disabilities and school works as closely as possible with the school nurse, school doctors and CAMHS on individual cases.

Head of Learning Support

The joint Head(s) of Learning Support who together act as the Senco, hold specialist qualifications and/or long experience in SEN and are given time to liaise with classroom teachers about individual children's needs, individual education programmes. They also endeavour to monitor classroom practice for children with SEN.

The Head(s) of Learning Support, assisted by the Learning Support Administrative Assistant, keep an up to date cost linked provision map and endeavour to make best use of the money, staff and resources available.

The Head(s) of Learning Support will liaise with the Educational Psychologist, Speech Therapist and other outside agencies as required.

Record keeping and review

- The Senco publishes a Special Needs Register at least once a year, and maintains PLASC records as required.
- PLASC involves keeping records of the different kinds of disabilities and learning needs within the school.
- All staff are aware of the need to keep appropriate records on individual children with SEN.
- The Head of Learning Support sets the date of a Statemented pupil's annual review, in conjunction with the LA, parents and outside agencies.
- Pupils and parents are involved in the review process.
- School recognises that pupils will develop at different pace and that some children may move off the register whilst others will be identified as needing support. The register will therefore be continuously adapted and updated.

Pupil Transfer

Transition planning with primary schools

All relevant information concerning a pupil's learning difficulties is obtained as far as possible. The transition is delivered as a nurturing experience for pupils; we have fostered good relations with primary schools for this purpose.

In the event of a movement/transition at times other than standard transition times, all relevant information will be passed on and a relevant professional contacted.

Transition to post KS4

Transition to college, university, or employment at year 11, 12 or 13 will be planned and delivered to the best extent possible.

Teaching staff

- Understand their responsibility for identifying pupils with SEN.
- Work to support the needs of pupils on the SEN register.
- Endeavour to provide appropriately for pupils at all stages within the SEN process.
- Produce and use differentiated teaching schemes and lesson plans.
- The school recognises the key role of teachers in delivering inclusive education and values the complementary role of Teaching Assistants and the need to develop effective teamwork.

- The pastoral system provides support to pupils with a range of difficulties. Learning Support liaises closely with pastoral staff.
- Most Learning Support issues will be dealt with through the subject and pastoral staff, with the most complex referred to specialist staff.

Teaching Assistants

Will endeavour to support the children they assist by:

- knowing their needs in detail
- liaising with class teachers
- building nurturing relationships
- where appropriate, liaising with parents
- differentiating work in close cooperation with teaching staff
- delivering programmes from the provision map assigned by the Head of Learning Support
- providing social time support where required

Governors

The governors have appointed a Special Needs Governor to ensure that:

- Funds will be allocated to SEN resources following the LA recommendations.
- Those funds allocated to named pupils through their statement are directed to their provision.
- SEN is a regular item on the Governors' agenda.
- The SEN policy is implemented and monitored.
- Governors will report to parents on the progress of SEN.
- The Governors are committed to producing an up to date accessibility plan.
- To plan for increasing the extent to which disabled pupils can participate in the school curriculum.
- To improve the physical environment of the school to allow all pupils to access the curriculum.

Admissions

Children are admitted to the school according to criteria sent out to all parents as agreed with the LA and the child's special educational needs are not a factor in this admission process. The school will also admit any pupil whose statement names this school.

Identification of needs

- Children coming to The Whitby High School who have special educational needs are identified to the school either by the primary school or by parents.

- The SENCO maintains a close liaison with primary schools to identify pupil needs in year 6 and increasingly in year 5.
- When the special educational needs are first identified at secondary school the school follows the procedures of the Code of Practice and the Cheshire Graduated Response to special educational needs.
- The school recognises that learning difficulties lie behind many emotional and behavioural issues and aims to screen pupils for such difficulties through the intake profile, the NFER tests and the school assessment procedures. Individualised screening can take place if staff or parents express concern.
- Departments who identify learning difficulties with individual pupils should consult with the SENCO.
- If the above interventions do not result in adequate progress the Learning Support department will become involved and an IEP can be produced. If after two cycles or more of IEP intervention, and close links with parents, there is still inadequate progress, outside agencies will be consulted and a further intervention devised.
- Work with a child planned in liaison with an outside agency is referred to as Action Plus. From time to time this Action Plus intervention may be insufficient in which case the pupil will be referred for statutory assessment and a statement may be produced.

Technology College Status

The Whitby High School is a Specialist Technology College and wishes to use this expertise to support learning of all pupils but especially the learning of those pupils with Special Educational Needs.

Basic skills

We endeavour to teach all pupils to read sufficiently to allow independent access to the curriculum.

Assessment and special exam conditions

Arrangements will be made, following appropriate testing procedures, for all SEN pupils to access examinations including implementing access arrangement throughout the examination courses.

Outside agencies

The school works with a range of outside agencies including:

- the educational psychology service
- hearing and visually impaired service
- Cheshire autism development service
- speech and language service
- local colleges
- inclusion services

- medical services

Guidelines for individual difficulties

The school hopes to improve the education of children with identified needs by developing teaching guidelines for the most common difficulties such as:

- Dyslexia,
- Dyspraxia,
- speech and language problems,
- communication difficulties,
- autistic spectrum conditions,
- Emotional and behavioural difficulties.
- Attention Deficit/Hyper Activity disorders

Adult Support

- The school receives extra funds to support Statemented pupils. These funds are used to employ Teaching Assistants whose work is directed by the Head of Learning Support. Children are supported in mainstream lessons and in small group tuition and activities. The school is committed to training and professional development for Support Staff.
- Each department appoints one member to liaise with Learning Support.
- School works with such outside providers as are available at any time.

Working with parents

The school is committed to working closely with parents, to ensure the effectiveness of any interventions.

The school works with, and informs, parents of the services of the Cheshire Parent Partnership.

IEPs

An Individual Education Plan sets out

- The nature and extent of the child's difficulties or disabilities
- The short term targets set for, or by, the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes to be recorded when the IEP is reviewed

Although many people may be responsible for the writing and target setting, the subject teachers are responsible for the day to day implementation of the

IEP. Assessment for learning means that staff are increasingly using individual pupil subject targets that reflect IEP advice.

Complaints procedures

- Initial parental concerns discussed with the SENCO
- If problems are not resolved the House Progress Manager is involved.
- If the problems are still not resolved Mr Alexander, the assistant head teacher who line manages SEN, is involved and in some cases a nominated deputy headteacher will be involved.

Bibliography

- Special Educational Needs Code of Practice
- Cheshire, the management of SEN, a guide for Schools and services
- Setting targets for pupils with Special Educational Needs
- Signposts for Sencos Cheshire
- Developing inclusive education in Cheshire, Policy document