



Sunderland High School

The best in everyone

Special Educational Needs

This is a key policy of Sunderland High School. The policy is available to all parents, prospective parents, school governors, members of the UCST Board and ISI Inspectors. It applies to all members of the school community including those in our EYFS setting. This policy is available in printed form upon request or it can be accessed and downloaded via the school's website, www.sunderlandhigh.co.uk. By contacting either Mrs E. Martin (school registrar, 0191 5677674) or Miss C. McArdle (Junior School Secretary, 0191 5143278) additional copies of the policy can be made available. In addition, larger print copies can also be produced upon request.

Sunderland High School seeks to implement this document through adherence to the procedures set out in the rest of this document.

Sunderland High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

This document is reviewed annually by JR / AE or as events or legislation change requires. The next scheduled review date is September 2011.

Policy Statement

The evidence for compliance with this policy comes from / is supported by a range of additional policies, procedures and other documentation relating to:

- Admissions Policy / Procedures
- Curriculum Policy
- SENDA 3 year plan
- Premises Management

Every pupil has an entitlement to personal and intellectual development and must be given the opportunity to achieve his/her full potential in learning. Every pupil is unique in terms of characteristics, interests, abilities motivation and learning needs.

The aims of the Learning Support Department is to support the aims of the school and enable pupils to fulfil their potential. Whenever this is not possible in the mainstream curriculum and beyond the scope of the class teacher it is necessary for the Learning Support policy to come into effect.

The Learning Support Department supports the School's Equal Opportunities Policy.

Special Educational Needs – A Definition

- 'Pupils with special educational needs' means pupils aged 5 to 16 who have statements. Otherwise the correct term is 'pupils with learning difficulties and/or disabilities' or 'learners with difficulties and/or disabilities'.

Pupils with learning difficulties – A Definition

A pupil has a learning difficulty if they have:

- Significantly greater difficulty in learning than the majority of children of the same age
- Or a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age in school.

The School is committed to providing a curriculum and teaching which effectively provides for subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement and through which all pupils, including those with special educational needs, have the opportunity to learn and make progress.

The school seeks to provide an inclusive education that offers all children the opportunity to achieve their personal potential. It is our intention to foster a spirit of co-operation so that the views of pupils and parents are given the fullest consideration.

We aim to ensure that all children will enjoy their time in school and develop fully their academic abilities, physical skills and all other aspects of personality and character that go to make a well balanced adult.

We encourage children to co-operate with other people, show tolerance for others and play a part in demonstrating consideration for everyone in the school. We aim to foster a pride in the children for their work and their school and encourage positive attitudes towards school.

We aim to provide an inclusive education for all.

Principles

The needs of all pupils with learning difficulties will be addressed.

All children will be offered the greatest possible access to a broad and balanced curriculum including, where applicable, the requirements of the National Curriculum.

Most pupils' needs will be met within the main classroom environment.

The involvement of parents is very important. Effective assessment and provision will exist when there is the greatest possible degree of partnership between parents, children and the school. Parents will be informed of any staff concerns and any action to be taken to support their child at the earliest opportunity.

All children with SEN or learning difficulties will be identified and assessed as early as possible.

The School recognises its responsibilities under the Special Needs and Disability Act (SENDA) in that it undertakes to:

1. Ensure that disabled pupils (current and prospective) are not treated less favourably
2. Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage by making reasonable adjustment in matters of admission and education
3. Have a 3 year plan which sets out:
 - the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum
 - how written information is made accessible in a range of different ways for disabled pupils, and where it is provided in writing for pupils who are not disabled
 - proposed developments in physical access to education and associated services

Identification of SHS Special Educational Needs Coordinators

Mrs Rhiannon Keating MA, (EYFS)

Miss Allyson Eden B.Sc. (Junior School)

Mrs Jackie Robson BA, PGCE (Senior School)

Members of the Senior School Learning Support Department

Mrs Ann Bovill - Cert Ed., Dip. Psych.

Mrs Alison Phillips - BA Education & Curriculum Studies, HLTA

Provision of information

Particulars of the educational and welfare provision for pupils with statements and pupils for whom English is an additional language is made available to the parents of both current pupils and those pupils admitted and soon to arrive through the school's website, www.sunderlandhigh.co.uk. Paper copies are available on request from the School Offices.

Reviews

The SENCO, together with the support staff, staff, parents, pupil and LA representative will review annually all pupils who have a statement. The school shall make available to the Local Authority information that is requested for the purpose of the annual review of the statement.

Procedures – Junior School

Sunderland High School follows the SEN Code of Practice (2001). This is particularly applicable to EYFS.

The Learning Support Co-ordinator has responsibility for the day to day management and operation of the school's Policy, for coordinating provision for pupils with special needs and for ensuring that staff have regular access to relevant in-service training. The Head of Junior School will work in conjunction with the Learning Support Co-ordinator.

The Headteacher will:-

- Ensure the production, implementation and regular review of a Learning Support (S.E.N.) Policy.
- Ensure the production of information for all parties i.e. Governors, staff and parents.
- Oversee appropriate staff development and training to meet the needs of all pupils.
- Ensure that those staff with specific responsibility for learning support planning and provision are accountable.

The Learning Support Co-ordinator will:-

- Overseeing the continual operation of the school's policy for children with special needs
- Co-ordinating provision for children with special needs
- Liaising with and advising colleagues
- Overseeing the records on all children with special needs, including relevant IEPs
- Liaising with parents of children with special needs
- Advising and supporting other members of staff in the school
- Liaising with external agencies, including the LEA's support and educational psychology services, health and social services and voluntary bodies
- To work in conjunction with the head teacher, setting and monitoring the budget.
- Update staff on new initiatives, changes to the Code of Practice.

Class Teachers will:-

- Have the responsibility of the identification of pupils with special needs and the development of provision for those pupils
- They will keep the Learning Support Co-ordinator informed and review individual pupil progress
- They will implement and update IEPs for all pupils in their care who are identified as having special needs.
- There will be a termly meeting to monitor the needs and provision for learning support across all year groups

Identification, Assessment and Review Procedures

On entry to the Junior School pupils attainment is reviewed using:

- Teacher observation, including children's work
- Summative Assessments
- School medicals
- Parental concerns
- External agencies.

In addition, on entry to the EYFS children age 3 and above will be assessed using 'Flying Start' (The Durham Scheme for EYFS Assessment) and the Early Learning Goals (ELG's).

If a pupil is identified as requiring learning support, then they will be placed on the SEN register which will trigger a graduated approach with parental involvement.

Teachers and Key Workers have particular responsibilities for raising concerns about pupils to trigger the process outside the admission period.

Once identified, the Head of Junior School, Learning Support Co-ordinators and the child's class teacher/Key Worker in consultation with the parents will:

- Use information arising from the child's previous education experience (if appropriate) to provide starting points for the curricular development of the child
- Identify the child's skills and highlight areas for early intervention to support the child within the class
- Use the curricular assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- Involve parents in developing and implementing a joint learning approach at home and in school.

The provision for pupils with special needs can progress through three stages:

1. School Action/Early Years Action
2. School Action Plus/Early Years Action Plus
3. School Referral for Statutory Assessment

1. School Action/ Early Years Action

The triggers for intervention through School Action/Early Years Action will be the teacher's/Key Worker's or other's concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- where adequate progress is not made despite targeted approaches in area of weakness
- shows signs of difficulty in developing literacy or numeracy skills
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

- has sensory or physical problems and continues to make little or no progress despite the provision of specialised equipment
- has communication or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action/Early Years Action may include any of the following:

- Development of an Individual Education Plan (IEP) through discussion with parents and relevant members of staff
- Increased individual planning and differentiation of work and use of specific learning materials/equipment
- Frequent review of planning and subsequent progress
- Smaller working groups, supported by an additional adult
- General advice from a specialist
- Effective individualised arrangements for learning and teaching

2. School Action Plus/Early Years Action Plus

The triggers for School Action Plus/Early Years Action Plus will be that, despite receiving an individualised programme and/or concentrated support under School Action/Early Years Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing Literacy and Numeracy skills
- Has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Ongoing support from external agency

The school / Early Years setting may seek the advice of external support services when action is taken on behalf of a child through School Action Plus/Early Years Action Plus.

Agencies that may be consulted include Speech and Language Therapy, Occupational Therapy, Educational Welfare, Social Services, the School Health Service, County Psychological Service, Behaviour Support Services, the Hearing and Visually Impaired Service and any other service that may prove useful in supporting the staff and the child.

The external specialist may act in an advisory capacity, or provide additional specialist assessment, or be involved with the child directly.

The resulting IEP for the child will set out fresh strategies for supporting the child's progress, and will be, in as far as possible, implemented within the normal classroom setting.

Parents will be involved at every stage of this process.

3. School referral for a statutory assessment

If, after School Action Plus/Early Years Plus, there is still no significant improvement, then a Multi-Disciplinary Assessment (MDA) may be appropriate and requested. As a result of an MDA, a child may be issued with a Statement of Educational Needs.

Before the Learning Support Co-ordinator and Head of Junior School considers referring a child for a statutory assessment, there will be evidence of:

- Physical health and functioning
- Communication, perceptual motor, self-help and social skills
- Emotional and behavioural development
- Responses to learning experiences
- The school's action to date
- Records of regular reviews and their outcomes
- Progress against National Curriculum levels/ELG's
- Educational and other assessments, for example from an advisory specialist, support teacher or an educational psychologist
- Views of the parents and of the child

The school will have an annual review of all statements of special need. The School undertakes to supply to the responsible local authority such information as may reasonably be required for the purpose of the annual review of the statement.

Individual Education Plans

The IEP will include information about:

- The short term targets for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

The IEP will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children.

At Sunderland High School, all IEP's are reviewed termly as far as possible. Wherever possible the child should also take part in the review process and be involved in setting the targets.

Monitoring and Review

This policy will be monitored and reviewed on an annual basis.

Complaints

Complaints will be dealt with in the first instance by the Head of Junior School. In the event of parents remaining dissatisfied, an appeal may be lodged with the Governing Body. This should be addressed to the Chairperson, who will form an appeal committee, which will comprise of three members of the Governing body.

Procedures – Senior School

Identification of pupils who would benefit from Learning Support

There are many ways in which pupils who would benefit from learning support are identified.

- Information is provided by Tonstall House or other feeder primary schools (e.g. notification that a pupil received extra support or is statemented). Observations take place if necessary. There are curriculum transition meetings at the end of the academic year.
- At the introductory talk to all Year 7 parents a brief account is given of the work of the Department and the various assessment procedures used. Parents are invited to make contact with the Department if they have not already done so via the learning difficulties questionnaire which all parents of new entrants into the school area asked to fill in.

- Referral for support from the Educational Psychologist
- As a result of C.A.T. or N.F.E.R. testing, internal Mathematics testing.
- Referral from teachers/parents
- Referral from Dyslexia Institute.

Pupils with reading and spelling difficulties

- Children with reading and spelling difficulties are identified on entry into Senior School during the first two weeks of Year 7 when pupils complete the C.A.T. testing and if necessary the N.F.E.R. GROUP READING TEST AND British Standardised Spelling Test. Parents are notified when the tests are to take place and after testing and analysis of results within the Learning Support Department. The parents of those children exhibiting a deficit are contacted by the Learning Support Co-ordinator via telephone call and letter to discuss possible support strategies that can be put in place to support their children

- Children identified with a reading or spelling deficit are listed on the Educational Support Bulletin.

Allocation of Learning Support provision

- Year 7 – 9 AB works with small groups of children (1 or 2 per year group) identified as being unable to study two modern foreign languages consequently study German only and L.S. in place of French.

- Year 7- 9 AP supports pupils with deficits up to one year with Successmaker.

- Year 9 AP works with those pupils identified as being unable to access two modern foreign languages in the Drama/ Latin/ PE carousel
- Year 10 AB / AP deliver L.S. on option block timetable next to modern foreign languages
- Year 7 – 11 AP In class support

Access to External Agencies

The school employs the services of an Educational Psychologist (Mr C Taylor)
 Additional support from external agencies, as appropriate e.g. the Hearing Impaired Unit
 Support from Connexions

Specialist facilities and equipment

- A room in Clifton Hall has been allocated for Learning Support lessons. There is access to one computer and printer in the room.
- A room has been allocated for L.S. in main school with 6 computers
- 3 neo pads for student loan
- Successmaker programme.

Range of strategies available

- Lessons with learning support teachers either individually or in small groups
- Participation in the Paired Reading programme this is a Sixth Form partnership programme. The Educational Psychologist trains any Year 12 students who are interested in taking part in the Paired Reading Programme at the beginning of the term. Pupils in Years 7 & 8 who have a reading deficit of less than an a year are allocated a paired reader and reading sessions take place by arrangement with the pupil and the Sixth Form student.
- Participation in the ‘Successmaker’ programme
- This is a computer programme designed to help those with deficits on their chronological age in Mathematics, spelling and reading for comprehension. Sessions are supervised by A Phillips we have five licences which means that at any one time five pupils may use the programme. The programme is a highly individualised and differentiated to each users needs. Pupils are recommended to have three sessions per week working on the programme. Currently any pupils identified with a reading or spelling deficit of a year or less according to their chronological age are allocated 2/3 sessions per week.

These take place in the Main School L.S. room or the libraries. Pupil's progress is monitored and regular feedback is given to parents.

- Access arrangement in internal and public examinations
- It is the responsibility of the L.S. Co-ordinator in consultation with the examinations officer to make applications for those pupils identified as requiring examination concessions.
- In-class support
A. Phillips is able to offer 'in class support' to staff who have pupils with learning difficulties.
- Pupil specific differentiation by class teacher
- Sensitive marking when appropriate
- Reduced homework timetable and curriculum
- Referral to the Educational Psychologist
- Target setting P.L.P. (Personal Learning Plan)
Pupils who receive support from L.S. Department may receive a group or individual P.L.P. A Bovill or A Phillips writes all P.L.P.'s. These are reviewed termly. A copy is available in L.S. Handbook.
- Support from Connexions e.g. additional careers interviews etc.
- Those children with a deficit for reading or spelling greater than one year are offered support from the Learning Support Department. This may take a variety of forms (Range of support strategies available)
- Within L.S. support classes weekly spelling tests are marked allowing immediate feedback. A note is kept of the type of pupil error to inform further planning etc.
- Those children with a less than one-year deficit in reading or spelling are offered the opportunity to take part in the paired reading scheme or the Succesmaker programme.
- Children in Year 9 are offered support withdrawn from the carousel module of Latin in Year 9.
- Children known to the Department from Year's 7 & 8 take the option Study Skills and Additional Studies (English and Maths) when they take their G.C.S.E. option choices.
- A pupil remains on the Educational Support Bulletin for such times as the appropriate support teacher and Learning Support Co-ordinator think necessary.

Pupils with Dyslexia

- Please refer to the **Sunderland High School Dyslexia Policy**

Communicating pupils' Learning Support requirements to their teachers

- Pupils' Learning Support requirements are notified to Staff via the Educational Support Bulletin:
- A provisional Year 7 Bulletin is written annually after consultation with staff at Tonstall House; as a result of information from feeder primary schools and through the staff referral system.
- This list is amended throughout the year. In addition if appropriate via Learning Support updates.
- The Bulletin identifies a pupil's area/s of weakness and, if possible any specific learning difficulty. The Bulletin also includes suggested action to support the child in the classroom and during assessment.

Sunderland High School is subject to the Special Educational Needs and Disability Act (SENDA) in that it must:

- ensure that disabled pupils (current and prospective) are not treated less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- have a 3 year plan (currently extending from 01/04/2009 to 31/03/2012) which sets out (including timescales):
 1. the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum
 2. how written information is made accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled
 3. proposed developments in physical access to education and associated services

Sunderland High School is committed to ensuring that emergency evacuations can be accomplished safely for all pupils, including those with special needs (ref premises management, fire risk policy). The school provides opportunities for all pupils to enter and leave the school buildings in safety and comfort within a secure environment. When lessons are timetabled, consideration is made of those children who may have special needs so that classrooms are appropriate in size and accessibility and that furniture and fittings are appropriately designed for the age and needs of all pupils.

Policy Updated September 2010