

**REVISIONS for SPECIAL EDUCATIONAL NEEDS POLICY**

<b>Date</b>	<b>Name</b>	<b>Description</b>
11.11.09	Christine Lindsay	Minor amendments to reflect change in name from Teaching Assistants to Student Support Assistants and inserting full wording of abbreviations e.g. LA – Local Authority and SENCO (Special Educational Needs Co-ordinator).

## Special Educational Needs

### Overall Ethos and General Policy Principles

**Uxbridge High School provides for students with special educational needs in accordance with the following aims:**

- **Integration**  
To educate children with or without special educational needs together for all or part of the time.
- **Equal Opportunities**  
to educate Students with special educational needs with appropriate extra support so that they can enjoy educational opportunities with their peers.
- **Continuity and Progression**  
to ensure that there is continuity of support from the primary schools to post-16 education (where applicable) and from year to year at Uxbridge High School.

The Governors and staff at Uxbridge High School are committed to the following principles in making their provision for Students with special educational needs:

- **Admissions**  
Uxbridge High School welcomes applications for admissions to the school from all parents in accordance with the school's Admission Criteria. The school respects the wishes of parents with children who have special educational needs taking account of any requirements for specialist staffing and resources.

- **Early Identification and Assessment** of students newly arrived in the school who may have special educational needs and/or disabilities involving liaison with parents, carers, former schools, Social Services, health and specialist education staff.
- **Entitlement**  
to an education that will include access to the full curriculum offered at Uxbridge High School. Foster the development of independence and offer the opportunity to develop social skills and interpersonal relationships.
- **Rights and Responsibilities**  
Uxbridge High School Governors acknowledge and accept the rights and responsibilities, both individually and collectively, of students with or without special educational needs and disabilities, their parents, carers and the staff at the school.
- **Co-operation and Collaboration**  
the school recognises that effective implementation of the school-based stages of assessment will only be possible if a positive working relationship is created with parents, carers, students, child health authorities, the Local Authority social services department and specialist education staff.
- **Consideration**  
Uxbridge High School recognises that special educational and disabilities provision will be most effective when the ascertainable wishes of the child concerned are taken into account, considered in the light of the child's age and understanding.

## Roles and Responsibilities

### Governing Body

The statutory duties of the governing body towards students with special educational needs are:

- to secure the necessary provision for students with special educational needs.
- to secure that, where the Headteacher or the appropriate governor has been informed by the Local Authority that a student has special educational needs and/or disabilities, those needs are made known to all who are likely to teach him or her.
- to secure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs and/or disabilities.
- to draw up and report annually to parents, carers, on their policy for students with special educational needs.
- to ensure that the student joins in the activities of the school together with students who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

### Designated Governor

The Designated Governor is elected annually by the Governing Body. He/she is an important link in the chain of communication between the SENCO and the Governing Body. The designated governor reports on matters relating to Special Educational Needs, the effectiveness and efficiency of policy and practice within the school, and future developments.

### Headteacher

The Headteacher is responsible for meeting the educational needs of all the students as outlined by the Governors in the Special Educational Needs Policy. The Headteacher is directly responsible for referring a child to the Local Authority for statutory assessment on the advice of the Special Educational Needs co-ordinator (SENCO).

### Deputy Headteacher

A Deputy Headteacher has responsibility for liaison with the SENCO.

### Special Educational Needs Co-ordinator (SENCO)

The designated teacher is responsible for:

- the day to day operation of the school's Special Educational Needs Policy;
- advising class and subject teachers;
- taking the lead in managing provision for students at School Action and Action Plus;
- updating and overseeing the records on all students with special educational needs;
- working with parents/carers of children with Special Educational Needs and/or disabilities;
- liaison with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies;
- production and distribution of Individual Education Plans.

### Curriculum Leaders

Curriculum Leaders are responsible for the assessment of subject requirements, resources and teaching methods in order to provide subject courses for the full ability range of students, including those with special educational needs and/or disabilities. They, or a member of the department with delegated responsibility for Special Educational Needs, are the main link between the SENCO and subject staff. Within their departments the

Curriculum Leader has responsibility for the students needing educational provision additional to or different from the majority.

### **Subject Staff**

All teachers have an overall responsibility to assist in the procedures for identifying students with special educational needs. In particular the subject teachers take overall responsibility for a child's educational programme. The completion of a Referral Form may trigger the student's placement on the school's Special Educational Needs Register. The SENCO assesses the information on the referral form and takes appropriate action; liaising appropriately with parents. Statemented students have Individual Education Plans which detail the identification of the special need, the support strategies required and targets for students to action.

### **Student Support Assistants**

Student Support Assistants support particular students under the direction and guidance of the subject teacher and SENCO.

### **Learning Mentor**

A Learning Mentor works with students who have emotional needs on a regular basis.

### **Hillingdon Education Authority**

The Local Authority's responsibility for individual Students who have Statements of Special Educational Needs is carried out in partnership with Uxbridge High School. A time limit of 18 weeks for Statements to be produced by the Local Authority was initiated recently.

### *Support and Ancillary Services*

The Educational Psychology Service and/or the Hillingdon Special Educational Needs Support Services will be directly involved when the school's SENCO has identified a

continuing need that requires further assessment.

### **Parents**

Uxbridge High School will advise and support parents as soon as a special educational need has been identified. Parents will be encouraged to be fully involved in their child's educational provision and to submit any evidence they consider relevant.

### **Students**

Uxbridge High School will establish the views of the children on their special educational needs and the way in which they could be met. Statemented students who are able to do so may submit their views directly at the time of Annual Review.

### **Identification, Curriculum Provision, Assessment and Record Keeping**

#### **A Special Educational Need**

A child has a special educational need if he or she has a learning difficulty and/or disabilities, which calls for special educational provision to be made for him or her. A student at Uxbridge High School has a learning difficulty if he or she has a significantly greater difficulty in accessing the curriculum than the majority of children the same age. A Student is not regarded as having a learning difficulty solely because the language or the form of language used in the home is different from the language in which he or she will be taught.

#### **Screening and Identification of Special Educational Needs**

The initial identification of a student's special educational need and/or disability may have taken place prior to their arrival at Uxbridge High School. In this instance the school seeks to maintain the principle of continuity and progression for the child. Full details of admission to Uxbridge High

School can be found in the School Admissions Policy.

New admissions to the school are identified as having special educational needs and/or disabilities by an examination of records from previous schools, information from parents, information from subject teachers and referrals to the School's SENCO. All children in Year 7 are screened using the Cognitive Ability Test (CAT). In addition children's spelling and reading ages are established using the Group Reading Test II (NFER) and the Vernon spelling test. Results from these tests are analysed in detail with the School's SENCO and appropriate action taken to communicate special educational needs to all staff, parents and if necessary, external agencies.

The majority of students with special educational needs and/or disabilities at Uxbridge High School will not require multi-professional assessment. Their needs will be addressed by appropriate curriculum intervention and will be met from within the school's own resources.

A very small proportion of students with difficulties will require provision through a Statement of Special Educational Needs. The Statement, which is the result of a multi-professional assessment, describes the child's special needs and sets out the provision required to address those needs. The Local Authority, Headteacher and governors share the responsibility for ensuring that the requirements of Statements are implemented, including the allocation of additional resources as appropriate.

### **Curriculum Entitlement**

All students at Uxbridge High School have access to the full curriculum offered. The National Curriculum is mandatory and is followed by all students in Key Stages Three and Four.

Students may be excluded from the National Curriculum where it is considered inappropriate for a child to follow it. This may be by a Statement of Special Educational Needs or by a temporary exemption under Section 19 of the Education Reform Act 1988. Such exemptions are made by arrangement and in agreement with parents and professional colleagues.

### **Special Educational Needs Across the Curriculum**

In every class or teaching group there will be students with special educational needs. The recognition that this is the case necessitates that all teachers assess the delivery of the curriculum to ensure that it meets the needs of all students. The SENCO in liaison with Heads of Departments will offer advice and support on working with Students with special educational needs.

Students with English as an Additional Language will receive appropriate support from other specialist staff. Please refer to the School's EAL Policy.

### **Curriculum Planning, Teaching Methods and Teaching Resources**

Curriculum planning, teaching methods and teaching resources are the responsibility of individual teachers, of Curriculum Leaders, and the Senior Managers within the school in liaison with the school governors. The SENCO will work closely with colleagues offering advice and support where appropriate. Regular meetings with the Senior Managers, in particular a Deputy Headteacher, will ensure that information and ideas are regularly exchanged and discussed.

### **Individual Education Plan**

An individual education plan is drawn up by the SENCO for all Statemented students and some at School Action Plus. It outlines:

- the nature of the special need,
- the action to be taken,
- the involvement of parents/carers,
- the targets to be achieved in a given time,
- the monitoring and review arrangements.

Individual Education Plans (IEPs) are circulated to all staff who have regular contact with a student who has a Statement of Special Educational Needs.

### **Integration**

Integration is the process of educating children with and without special educational needs together for part or all of the time. Uxbridge High School supports the concept of integration and recognises that an appropriately differentiated curriculum will meet the needs of most students.

### **Intervention**

Intervention is a planned process to maximise a student's potential. It is based on individual need. Subject teachers are in the first instance responsible for the selection of appropriate teaching materials and methods for the individual in a group situation. Support teachers and Student Support Assistants liaise with subject teachers to plan, produce and use appropriate intervention with individuals or groups within the classroom. Student Support Assistants may also implement an intervention programme in the classroom under the guidance of a subject teacher.

### **Withdrawal and Support**

Students at Uxbridge High School may be withdrawn from their normal timetable when special provision is made for learning difficulties, a specific learning difficulty, an emotional or behavioural difficulty, a physical disability, sensory impairments, speech and language difficulties or a medical condition. In each instance the student will follow a

structured programme designed to meet their individual needs.

For example a student identified as having significant difficulty in reading may be withdrawn in order to follow a literacy programme such as Read, Write, Inc (Ruth Miskin) structured to respond to the child's particular strengths and weaknesses. Students with emotional or behavioural difficulties may follow programmes to aid reintegration within the main school, for instance school phobias or those subjected to bullying. Physical disabilities arising from an injury or from a congenital condition may result in students being unable to fully take part in particular aspects of the school curriculum, for example Physical Education. Some medical conditions may impede access to the full curriculum and the ability to take part in particular classroom activities or participation in aspects of school life.

Students withdrawn from the main curriculum follow structured programmes designed by the SENCO in liaison with other professional colleagues, both internal and external to the school. Wherever possible students follow programmes related to KS3 National Curriculum or to GCSE/BTEC syllabi. Students will generally work in Learning Support under the direct supervision of suitably qualified staff.

All withdrawal programmes will be by arrangement and agreement with parents and professional colleagues. The SENCO is responsible for all arrangements concerning withdrawal.

### **Assessment**

Assessment is a continuous evaluation of a student's needs and progress, based on observation of a student's work and attitude inside and outside the classroom. Standardised tests may be used and also continual review at certain intervals.

Statemented students have a statutory annual review.

An individual record will be kept on sims.net of all students at Uxbridge High School with special educational needs and of the steps taken to meet those needs. Standardised records are used for recording work with students at all stages. The SENCO will ensure that records will be properly kept and made available as required. A Special Educational Needs Register outlining all known Special Educational Needs students and their needs is produced three times a year.

### **Provision for Particular Special Educational Needs**

Uxbridge High School has a designated classroom facility known as Learning Support for children with Special Educational Needs at KS4. Learning Support and the ground floor of the main school building are accessible by wheelchair and toilet facilities are available. A lift is available in the Lancaster Building for access.

Moderate learning difficulties are provided for by appropriate intervention within the classroom by subject and support teachers and by withdrawal sessions on an individual or small group basis.

Students with specific learning difficulties have the above provision but the expertise of a specialist teacher may also be called upon.

Sensory impairments – hearing and visual – are offered relevant support on school entry in close liaison with the Borough's Sensory Impairment Team and the Borough's Hearing Impairment Team.

Emotional and Behaviour Difficulties are sensitively handled by subject teachers, personal tutors and support staff if necessary with guidance from the Borough's Behaviour Support Team. In

addition, Uxbridge High School has an onsite centre, known as the Learning Centre for EBD students, some of whom need periods of withdrawal from some aspects of the curriculum. The Learning Centre is designed to meet the needs of EBD students at Key Stage 3.

Physical and medical special needs are provided for, as required, in close consultation with the school's Student Services - Welfare Assistant and Inclusion Officer.

Speech therapy and occupational therapy can be organised through the specialist services of the family GP.

The School's Educational Psychologist retains an overall view of the above in liaison with the SENCO and is closely involved in assessment and provision where necessary. Referrals can be made to CFACS and there are links with various counselling services. Parents are consulted throughout.

### **Gifted and Talented**

Students who are particularly gifted and talented are identified at entry into Uxbridge High School. A programme to best support these students is co-ordinated by the GAT Co-ordinator.

### **Behavioural and Social Difficulties and Pastoral Care**

#### **Referral and Support Systems**

Two parallel and complementary referral and support systems operate at Uxbridge High School for children with special educational needs. The individual guidance and welfare of all students is provided for by Guidance Leaders and by a personal tutor. In addition, referral and support is provided for students with special educational needs by the Learning Support staff, in particular the SENCO.

A mentoring programme has been established to support **all** students and is co-ordinated by senior staff.

### **Procedures and Liaison with Other Agencies/Support Services**

The SENCO has regular contact with the school's attached Educational Psychologist and contact as and when necessary, with the Borough Support Services. A record is kept of all contact made.

### **Effective Working with a Parent**

Parents have a vital role and responsibility for fostering a positive approach to learning which includes good behaviour and, with parental encouragement and support, children will participate fully and positively in their school life. Uxbridge High School endeavours to make contact with parents an integral part of that school life and to work in partnership with its parents.

### **Working with, and Accountability to, Parents**

#### **Parents' Rights and Responsibilities**

The relationship between parents of children with special educational needs and the school has a crucial bearing on the child's educational progress. The school will ensure that it works in partnership with its parents and recognises the unique knowledge and information they have about their child. Regular communication between form tutors, Guidance Leaders, subject tutors and the parent, where applicable, will ensure an open and confident working relationship. All contact with parents will be recorded in the student files.

#### **Systems for Communication, Consultation and Involvement**

Parents of students with Special Educational Needs are encouraged to work closely with the SENCO at Uxbridge High School. She/he contacts parents regularly

to discuss any concerns about a child and parents are encouraged to do likewise. Meetings between parents and SENCO are not restricted to the annual parents' evening or the reviews required by the Code of Practice.

#### ***General Procedures in Relation to Individual Students (including identification of problems, consequent decision-making and multi-professional assessment***

The procedures, as stated in the Code of Practice, are carefully followed and parents are encouraged to submit any evidence they consider relevant. It is the responsibility of the SENCO to oversee the IEPs for students with special educational needs and to ensure that parents are consulted at all times. Regular contact by telephone or meetings at the school are used to discuss the details of individual students. All contact with parents and the outcomes of discussions are recorded and stored in the student Special Educational Needs files. The SENCO is directly involved in multi-professional assessment meetings and liaises closely with the Borough Support services.

#### **Enhancing parental Involvement**

The school will encourage parents to recognise their responsibilities towards their child and that the most effective special needs provision is made when the school and home work in partnership with the Local Authority. Information can sometimes be provided in community languages by a member of staff and a private area used for discussions.

#### **Complaints**

All concerns regarding special education needs should be addressed to the SENCO and/or the Head Teacher.

### **Working with Other Colleagues, Schools and Services and Hillingdon Education Authority**

#### **Sharing of Expertise**

The recognition that the sharing of expertise between colleagues is essential as a guiding principle in the special needs provision at Uxbridge High School. Support and advice is sought from colleagues within the school, from Borough Support Services and parents and the Educational Psychologist. Information is also sought from special support groups, such as the Hillingdon Dyslexia Association and other such agencies.

#### **Student Transfer across Phases and between Schools**

Information regarding a child's special educational needs is requested prior to transfer so that appropriate provision may be organised for the child on entry to the school. Likewise specific information is passed onto schools receiving students from Uxbridge High School. In particular the Guidance Leader for Year 7 will collect information from primary schools and confer with the SENCO where appropriate.

The SENCO may meet with the staff from the transfer school to discuss educational plans, review Statemented students and strategies to aid successful integration into the school. Individual reviews may be arranged where appropriate. Parents are invited to discuss with the SENCO any concerns that they may have about transfer.

#### **Policy and Arrangements for Allocating and Monitoring Delegated Special Needs Funding**

Uxbridge High School receives an allocation of funding for special educational needs through the Standards Fund. The allocation is currently based on the number of students identified by the school in the annual Special Educational

Needs Inventory administered by the Local Authority.

The inventory identifies students with special educational needs at each of the three stages and funding is allocated collectively. In addition the school is funded to provide students in possession of a Statement of Special Educational Needs with support from Student Support Assistants and Learning Support.

### **Whole School Planning, Management and Review**

#### **Staff Deployment**

The deployment of learning support staff, teachers and assistants, to work with students with special educational needs is on a priority needs basis. The priorities, in order, are:

- allocation to statemented students
- allocation to students at School Action Plus
- allocation to students with reading ages of less than 8.05 years
- allocation to students on School Action

#### **Resource Allocation**

Capitation is wherever possible spent on improving working resources such as computer software, text books to improve basic literacy and numeracy and some basic reference books such as dictionaries and atlases. Subject based books are also purchased as an aid to differentiation within the National Curriculum. The department also invests in relevant computer programs.

#### **Learning Support in T1**

This room is used mainly for Key Stage 3 identified students who require individual and small group teaching sessions within a planned withdrawal programme. This may involve paired reading or spelling programmes, with a teacher.

**Learning Support in Main Building**

This room is used to support students at Key Stage 4 preparing for public examinations in Year 11 and also with GCSE / BTEC coursework.

**Learning Centre in T4 and T5**

The Centre has been developed as a "safe haven" for individuals who need this facility temporarily for emotional or behavioural reasons. Key Stage 4 students also follow an alternative curriculum which can include studying for the Certificate of Personal Effectiveness.

**Staff Development – INSET**

INSET requirements are identified in line with the school's policy on Staff Development. Training is offered both formally and informally by the SENCO at an individual level and at Departmental Meetings. At meetings of the Learning Support team and at Student Support Meetings the SENCO makes available information on current issues both inside and outside the school.

All support staff attend Borough Staff Development Courses on, for example, behaviour, enhancing literacy. In addition the school funds special needs staff on relevant out-of-borough courses.

**Whole School Communication**

The SENCO is in constant contact with each Curriculum Leader and subject teachers. The SENCO liaises regularly with a deputy Headteacher and other senior management as and when necessary.

Details of students identified as having Special Educational Needs are made available to subject areas through the publication of the Special Educational Needs Register as soon as possible after the beginning of the Autumn Term; they are revised twice a year in line with the requirement of the Code of Practice. Statemented students and some at School

Action Plus have an Individual Education Plan which is circulated to all staff.

Weekly staff briefings are used for sharing information with colleagues. Fortnightly team meetings always have a slot on the agenda for any student concerns. These are then taken to the relevant year group Inclusion meeting where future intervention is discussed.

**Procedures for Monitoring, Review and Evaluation**

Monitoring is systematically carried out by the SENCO in conjunction with the Guidance Leaders and personal tutors. Evidence of students' progress is available on sims.net Assessment module. For students who have a statement of special educational need, the Annual Review is used to monitor the progress of an individual child. This includes setting the objectives and priorities for the coming year.

Where a school placement is causing concern, a full review may be called to suggest appropriate intervention.

The policy should be read in conjunction with all school policies especially:

- Behaviour Policy.
- Social Inclusion Policy.