

Lambeth Academy

Learning Support Service

Special Educational Needs Policy

Updated July 2007

Abbreviations used in this booklet

SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
COP	Code of Practice
IEP	Individual Educational Plan
GEP	Group Education Plan
LSA	Learning Support Assistant
SA1	Statutory Assessment Form 1
SA2	Statutory Assessment Form 2
EP	Educational Psychologist
ESW	Educational Social Worker
EBD /BESD	Emotional & Behavioural Difficulties Behavioural, emotional and social difficulties.
DOL	Director of Learning

Introduction

“The Best in Everyone”

One of the aims of Lambeth Academy is to maximise the academic attainment and personal achievement of all students, and to create a culture of achievement in which all students can thrive. The Academy aims to provide a broad and balanced curriculum which is seen as an entitlement and should be accessible to all students regardless of their abilities.

It is a responsibility on all teachers to respond to student’s diverse learning needs and to make provision within their planning and delivery to meet these needs. The Special Educational Needs team have a responsibility to assist this planning and delivery so that every student’s needs are met.

Students may have special educational needs either throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

Aims

- To create an environment that meets the special educational needs of each student by offering full access to, or a sufficiently differentiated curriculum to allow inclusion at each of the key stages.
- To identify the roles and responsibilities of staff in providing for children with special educational needs.
- To ensure parents/carers play a vital role in their child’s education, recognising their knowledge of their child and encouraging involvement in the decision making and support offered.
- The students’ views will be sought and taken into account. All students will be encouraged to participate in their target setting and monitoring of their progress.

Objectives

- To meet each pupil’s SEN by thorough assessment, provision of appropriate resources, close monitoring and evaluation of pupil progress, along the continuum of needs and provision.
- To encourage parents to support their child by keeping them fully informed of their child’s progress and to encourage their involvement through the review and target setting process.

- As far as possible, to give the opportunity for all students to have their particular learning needs met within the classroom setting, in teaching groups with their peers.
- To apply the School's Inclusion Policy.
- To recognise that all staff have a responsibility for students with SEN, and will respond to the challenge of meeting these needs, through differentiation of resources. Staff will employ a variety of teaching styles and recognise preferred learning in order to give all students the opportunity to succeed.
- To raise self esteem by the use of positive reinforcement.
- To define procedures so that all staff are informed about the Code of Practice and its requirements.
- To ensure that systems are in place to monitor and assess students with SEN.
- To disseminate essential information to teachers to inform their planning.
- To ensure access to other school initiatives that will enhance pupil achievement at school.
- To use the expertise of external agencies to support and inform the learning of SEN students.
- To monitor the effect of the implementation of this policy.

Special Educational Needs

The Special Educational Needs Code of Practice definition of Special Educational Needs states:

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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 educational authority;
- c) are under compulsory school age and fall within the definition of a or b above, or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty if this is solely because the language or form of language of their home is different from the language in which they will be taught.

At Lambeth Academy, we recognise that all students have individual needs most of which can be met through effective differentiation in the classroom. However, there will be some students whose needs are such that they require extra provision/support.

At Lambeth Academy we recognise students with SENs as being those students who may have one, or a combination, of the following:

- A diagnosis of ASD (Autistic Spectrum Disorder) or a diagnosis of ADHD (Attention Deficit Hyperactive Disorder)
- Speech and Language delay
- Literacy difficulties
- Numeracy difficulties
- Specific learning difficulty
- Physical disability /Mobility
- Visual Impairment
- Hearing Impairment
- Concentration difficulties
- Behavioural / emotional / social difficulties

Management of Special Educational Needs

Roles and Responsibilities

The Principal of the Academy will:

- Have overall responsibility for the provision for students with Special Educational Needs.
- Keep the Governing Body fully informed.
- Work closely with the SENCo and The Student Services Team.

The Head of Student Services in consultation with the SENCo will:

- Be responsible for Child Protection and Social Service Referrals.
- Manage the identification and co-ordination of students with emotional and behavioural difficulties and will identify students to be placed on the SEN register.
- Be responsible for referrals to outside agencies in consultation with the SENCo.
- Attend and contribute, when necessary to Annual Reviews, for students with statements.

Directors of Learning will:

- Be responsible for ensuring that the schemes of work, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all students, including those with Special Education Needs.
- Ensure that they and their curriculum areas use the baseline testing information to inform appropriate differentiation.
- Ensure that assessment data is used rigorously to deliver appropriate material for identified students.
- Ensure lesson plans reflect the needs of identified students.
- Ensure that 'shared expectations' are recorded by teachers and LSAs

The SENCo will:

- Use information provided by Parents, Primary schools, SATs results, CAT scores, Fisher Family Trust and other data available to ensure students requiring extra support are provided for appropriately.
- Co-ordinate provision for students with Special Educational Needs at School Action, School Action plus and Statement.
- Maintain the Academy's Special Education Register and oversee the records of all students with Special Education Needs and disseminate relevant information to all parties.

- Liaise with parents and external agencies.
- Liaise with and advise colleagues.
- Contribute to the in-service training of all staff.
- Oversee additional provision, such as the Nurture Group.
- Oversee the work of the LSA co-ordinators

Learning Support Assistants will:

- Support students with SEN in whole class lessons, in withdrawal group work, and in one to one sessions depending on need.
- Act as a 'Buddy' to targeted students.
- Have support agreements with teachers clearly outlining roles and expectations.
- Provide individual/group programmes of work to meet the needs of students with specific.
- Monitor student progress, keeping up to date records of progress against targets set.
- Contribute to writing and reviewing of targets for students at school action plus and with statements.
- Liaise with parents in monitoring and developing appropriate support for their children.
- Contribute to reports for annual reviews for students with statements and attend annual review meetings when appropriate.
- Liaise with other agencies when appropriate.
- Report to the SENCo regularly on pupil progress and curriculum issues.
- Work collaboratively with the learning mentors to ensure consistency of support for students requiring additional support for emotional/behavioural difficulties.

All Staff will:

- Be teachers of students, some of whom will at sometime have been identified as having Special Educational Needs.
- Make every effort to ensure full access to the curriculum for students with Special Educational Needs.
- Ensure that the classroom environment is supportive.
- Make use of information provided by the Support Service and refer to support agreements and IEPs when planning.
- Provide information as required.
- Use the support agreements to plan appropriate.

Admissions Arrangements

- All students will be admitted to the School according to the School's Admission Criteria.
- All staff will ensure that students with Special Educational Needs admitted to the school will join in the activities of the school, together with other students, as far as possible.

Students' successful transfer to the school will be supported by:

- A parent/pupil interview to determine any previous or continuing Special Educational Needs.
- An Induction Day / Summer project.
- Information will be sought from feeder primary schools regarding students previously identified as having SEN, together with any other relevant information, including attendance, medical conditions etc;
- Liaison with external agencies (Larkhall, SALT, EP, ESW)
- Where possible visits will be made by the SENCo to local primary schools in the summer term.
- Where possible SENCo will attend Year 6 Annual Reviews.

Information collected from above will be disseminated to staff and used to ensure that students are sensitively grouped in Forms to enable students the fullest access to a broad and balanced curriculum, including the National Curriculum.

Students may be directed to Lambeth Academy if it is the named school in Section IV of a pupil's Statement of Special Educational Needs. All Statements of students who are requesting placement at Lambeth Academy will be considered by a panel in December of the year prior to admission and the Authority notified of the outcome within 14 days.

Special Facilities

There are facilities for students with Physical Disabilities at Lambeth Academy. The school building permits easy access for physically disabled students with limited mobility e.g. lift, wide doors, disabled toilets, braille signs. In addition the school has a fully equipped V.I. room and has input from a specialist V.I. teacher from Lambeth V.I. Service.

Students with specific learning difficulties will have access to a number of intervention programmes and support from an SEN teacher and/or a Learning Support Assistant depending on area of need.

Identification, Assessment and Review Procedures

As outlined in the Code of Practice (DFES 2001), a graduated approach is used to identify, assess and provide for students with Special Educational Needs.

The early identification of Special Educational Needs is desirable to minimise difficulties later on. The process is on going but concerns may be identified at any time in the students' school career from any of the following sources:

- Information gained at primary/secondary transfer
- Baseline testing
- Concerns raised by external agencies
- Concerns raised by students themselves
- Concerns raised by parents
- Referral from class teachers, form tutor, SEN teacher, learning support assistants
- Regular on-going teacher assessment

Once a pupil has been identified as having Special Educational Needs, he/she is assessed at one of the three stages as outlined in the Code of Practice. Most students will begin at School Action; however, in exceptional circumstances, students may be placed at later stages.

School Action

Causes for concern:

Subject teachers, form tutors, Directors of Learning, Vice Principal (Students) identify the pupil's Special Educational Needs, consult SENCo, collect information and take initial action.

The Academy's SENCo or SEN teacher takes lead responsibility for gathering information and for co-ordinating the students' provision, working with the students' teachers to develop a differentiated approach to delivery of a lesson

It is recognised that all teachers should have the skills to identify individual learning needs and to plan appropriate lessons for all students to be able to experience success. All teachers observe, assess and monitor all students' progress to ensure that all students are making adequate progress.

If a pupil is not making adequate progress, then he/she will follow a graduated programme of intervention. It does not necessarily follow that once a student is identified, he/she will automatically work through the phases. A pupil may need some extra intervention for a short period of time, progress may improve and intervention is no longer deemed necessary.

For those students who are identified as making inadequate progress, they will be placed on the first stage called **school action** and the class teacher will differentiate the work to ensure the child's special educational needs are met.

The Code of Practice defines not making adequate progress as,

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's area of weakness
- Shows signs of difficulty developing literacy or mathematical skills, which result in poor attainment in some curricular areas
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually used in school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and /or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

The Code of Practice defines adequate progress as:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to a full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates the improvement in a child's behaviour.

If a pupil's progress continues to be of concern to teachers and parents and the learning gap is widening further between pupil and peers, it may be necessary to involve other agencies for advice and support for implementing a more 'tailor made' approach to support.

School Action Plus

If a pupil requires a more individualised approach to support then they are placed on the next stage **school action plus**. Support will be differentiated further and progress continued to be monitored carefully.

If the child makes sufficient progress over a given time, he/she moves back down to the school action stage. If the pupil continues to make little or no progress, despite receiving an individualised programme and/or concentrated support, and despite considerable reviewing of the strategies and with the parents' consent, the school may request a full assessment of a pupil's needs

by all professionals involved with the pupil and prepares an SA 1 – Statutory Assessment.

This is presented to the Special Needs Assessment Panel who then decide whether to proceed with the formal assessment and the preparation of a statement of special needs.

Statements

If a statutory assessment is completed, the school then completes and submits an SA 2 to the Special Needs Assessment Panel for a decision on the type and level of support for the child. It is up to the school to manage and implement the requirements of the statement and to keep parents fully informed. Statements are reviewed annually and involve all agencies supporting the child. A review can recommend alterations to the level of support, depending on the progress of the child. These recommendations are considered by SNAP and their decision is sent back to the school to implement. Students with a statement also have IEPs, which are monitored by both SENCo and Class teacher. Statements are not static. If a pupil has made adequate progress and is now able to work within the classroom without the additional support, the statement defines then a statement can be withdrawn.

Students with English as an Additional Language

The co-ordination within the Support Service of support for students for whom English is an additional language ensures that bilingual students who also have Special Educational Needs are identified and their needs addressed.

Students who have English as an additional language solely would not come within the Student Service's remit. Support would be offered from the EAL Department though the need may be recorded in the Student Service's Register.

Links with other Agencies

The school works in partnership with the external agencies listed below in supporting all students, but particularly those with Special Educational Needs.

Education Psychologist

The school has a named, allocated educational psychologist who gives a set number of visits each year on a formula, which takes into account a range of factors. At the beginning of each academic year the Head of Student Services, SENCo and educational psychologist have a planning meeting at which priorities for the year's programme of work are identified. Case load is flexible and on-going.

Parental consent is always sought before the Educational Psychologist works with a student.

Peripatetic Teaching Teams

These teams offer advice working with specific students, in accordance with provision outlined in the pupil's. The Sensory and Language Therapists are specialist teachers in the areas of language and communication impairment. Teachers from Larkhall work with students who have a Statement and a diagnosis of Autism.

Other Agencies consulted may include

- Social Services
- School Doctor and Nurse
- CAMHS
- Mary Sheridan Assessment Clinic
- Dyslexia Institute
- TAC Family Support
- Multiple agencies working with the Behaviour Support Team.

These services can be used not only to provide information and advice about a range of Special Educational Needs but may also be used to provide direct support to students at School Action Plus and beyond.

Partnership with Parents

All staff at Lambeth Academy strive to work in partnership with parents in supporting all students, especially those with Special Educational Needs. The involvement of parents is vital throughout the identification and assessment process. The wishes, feelings and knowledge of parents are taken into account and parents are encouraged to make an active contribution to their child's education.

Regular meetings are held to share the progress of special needs students with their parents. We inform parents of any outside agency intervention required, and we share the process of decision-making by providing clear information relating to the education of students with special educational needs. Parents will be informed about their child's SEN and progress at all stages of the code of practice.

When a statutory assessment is requested the LEA will request parental views, prior to considering the need to issue a Statement of Special Educational Needs.

Parents of students who are in receipt of a Statement of Special Educational Needs will be invited to contribute their views when reviewing IEP targets and at Annual Review meetings.

To help parents, copies of Special Educational Needs, A Guide for Parents (DFE, 1994) are available from school on request. These can be provided in a range of community languages and on audio-tape.

Pupil Participation

Students will be fully involved in the target setting and reviewing of progress with their teachers and support staff. Their views will be sought and respected. All students with statements will take an active role in the annual review process and meetings.

Links with other schools

The Principal is responsible for ensuring that records on any child transferring between mainstream schools are received within two weeks of the child's transfer. Should any child with Special Educational Needs transfer to or from another school, records are requested and passed on in the usual manner.

Arrangements relating to secondary transfer of students with special educational needs are as follows;

- The Support Service will endeavour to ensure that the appropriate Special Educational Needs information is transferred from primary schools
- The SENCo will liaise with the LEA in order to obtain a copy of the students most recent Statement of Special Educational Needs.

Evaluation and Review of the SEN Policy

The policy should be reviewed and evaluated against the success criteria, on an annual basis.

Complaints Procedure

Any complaint regarding SEN provision should be directed to the pupil's teacher / form teacher initially. If the concern cannot be resolved at this level, the matter should be referred to the SENCo. If this proves unsatisfactory, a meeting should be sought with the Head of Student Services or the Principal of the Academy.