

The Crestwood School

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Mission Statement

To create a happy, caring and stimulating learning environment where everyone feels valued and able to maximise their potential.

Definition of Special Educational Needs at The Crestwood School

In accordance with the Special Educational Needs Code of Practice (2014) we recognise that: "Pupils have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Pupils have a *learning difficulty* if they:

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

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

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for pupils of their age in schools maintained by the LA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind.

Section 312 Education Act 1996

A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities.

Disability Discrimination Act 2001

For example pupils with moderate learning difficulties, pupils with ASL (Autistic Spectrum Disorder), dyslexia, a visual impairment, hearing impairment or a physical disability. Pupils who have diabetes or have a social, mental or emotional need.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority.

Aims

At The Crestwood School we believe all pupils are capable of "excellence" and our policy is to raise standards throughout the school -"for all pupils, including those with special educational needs".

The underlying principle of this policy is that every pupil has the right to an excellent education.

We believe in equality of opportunity and will combat discrimination and prejudice on the grounds of ethnicity, gender and disability.

Objectives

In order to achieve these aims, the staff at The Crestwood School will:

- Ensure that all pupils with special educational needs have their needs identified and met.
- Make effective provision to ensure their inclusion.
- Give all pupils with special educational needs access to a broad, balanced, differentiated and relevant curriculum. For example using coloured overlays, coloured exercise books, enlarged text, raised/ lowered desk, giving extra time when possible and time to process information.
- Ensure that the progress of all pupils with special educational needs is carefully monitored.
- Recognise all pupils as individuals with their own strengths and weaknesses and deliver appropriate support.
- Encourage a positive attitude to enable all pupils to achieve their potential in all areas, but particularly literacy and numeracy.
- Develop confidence and self-esteem so that all pupils value themselves.
- Involve parents, in partnership, in the education of their child.
- Ensure all pupils participate in taking responsibility for their learning.
- Request advice from outside agencies as appropriate.

Roles and Responsibilities

All staff are involved with the development of the school's SEN policy and are aware of the school's procedures for the identification, assessing and monitoring of pupils on the SEN Register.

Governing Body

The governing body at The Crestwood School, in co-operation with the Headteacher, determines the school's general policy, including the policy for SEN. In carrying out this duty they:

- Have appointed Mrs L Goodman as the link governor for SEN. Mrs Goodman takes an interest in SEN and closely monitors the school's work and provision for pupils with special educational needs. Mrs Goodman meets on a regular basis with the SENCO.
- The governors have appointed the Headteacher as the "responsible person" as recommended in the Code of Practice to oversee SEN.
- Will, where necessary, consult with the LA and other schools to co-ordinate special educational provision in the area.
- Make available a copy of the school's policy for special educational needs upon written request.

Headteacher

The Headteacher is ultimately responsible for the day-to-day management of the school, including provision and funding for pupils with special educational needs.

SENCO

The SENCO - Mrs F Dudgon and the deputy SENCO Miss L Baker - in close co-operation with the rest of the staff are responsible for the day-to-day operation, the monitoring of the policy and coordination of the provision for pupils with SEN

This role includes -

- Collecting relevant information where necessary
- Liaising with parents of pupils with special educational needs termly or more if necessary.
- Liaising with external support agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Ensuring Individual Education Passports are effectively implemented and Evaluated
- Planning, delivering and evaluating the effectiveness of the provision monitoring intervention for identified pupils with SEN
- Monitoring and reviewing the progress of pupils
- Keeping the Headteacher and governors informed
- Liaising with, advising and supporting class teachers
- Ordering and allocating resources

- Provide staff who have expertise in specialist areas and staff who are trained to support pupils with SEN and organising training for staff as appropriate
- Arranging the transfer of records to other schools

To enable efficient discharge of these duties the co-ordinator will have the support from senior management of the school, the governing body and the LA.

Curriculum

The curriculum, in line with government guidelines, is broad and balanced and is adapted or made accessible for pupils with SEN. It is adapted through learning objectives, learning and intervention programs, differentiated tasks, by differentiated resources, by differentiated self-study support, by variation in time given to pupils to complete work, by setting work which involves different types of learning style, by use of language and level of literacy expectations, by grouping/pairing pupils, by role allocation, through teacher questioning, through teacher individual support, by use of teaching assistants, by outcome, through marking and feedback, homework and group size.

Teaching Staff

The class teacher is responsible for:-

- Planning effectively for the full range of learners in the class. All staff at Crestwood are teachers of SEN. They are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialised staff. Staff at Crestwood aspire to high quality teaching and provide differentiated work for individual pupils when required.
- Identifying pupils with SEN
- Ensuring that any expression of concern is dealt with appropriately
- Informing the SENCO and recording and acting upon concerns
- Collecting relevant information and liaising with the SENCO
- Consulting with the parents of the child and keeping them informed of progress
- Working with the pupil in the classroom, with, if appropriate, support and resources provided by the SENCO
- Writing and evaluating Individual Education Passports in conjunction with SENCO
- Attending reviews and setting targets for pupils in consultation with the SENCO, outside agencies and parents
 - Managing the effective deployment of classroom assistants in support of pupils with SEN

Student Support Centre

The Student Support Centre (SSC) is run by Mrs L Goodman and it provide intervention for students who need extra support because they may have issues which are affecting their learning, such as attendance, punctuality, social, emotional or behavioural. They may be referred by a subject teacher because they are struggling with the work or the content of the topic being taught or simply need time out because of barriers caused by lack of confidence, distractions or poor organisational skills. In the SSC they will receive very specific support and mentoring for a period of 2 weeks initially to help them overcome their difficulties. A transition period with support will then allow the student to return to subject hopefully with better coping strategies and able to progress with their studies. The SSC also provides a safe haven for the more vulnerable student, a quiet, calm environment, where they can go for time out if necessary.

Looked after pupils with SEN who are looked after by the authority

School work closely with cares and the authority to ensure that the pupils get the support they need in school. This support is often very individual to the pupils needs.

Parent Partnership

At The Crestwood School we believe that the involvement of parents is crucial to meeting a pupil's special educational needs. Parents are kept informed of their child's progress at all times either by the class teacher or SENCO through review meetings.

Parents

- Parents can make an appointment to see a member of staff at any time but will be offered an appointment each term
- Parents are expected to support the school by monitoring homework
- Parents are expected to follow up targets set on IEPs where appropriate and to work in co-operation with the school to support their child

Pupils

At The Crestwood School we believe that pupils have a right to be heard and, where practicable, their views are taken into account when making decisions about their needs. The student council have managed to see some major changes to the school environment in the last 2 years.

Admissions

Pupils are admitted according to the school's criteria. The school operates an equal opportunities policy with regard to those pupils with SEN. (See Admissions Policy).

At The Crestwood School we have a disabled toilet, a lift in the main teaching block, TAs that are trained in safer people manual handling and ramps to get up some areas where the floor is of varying height. In order to meet the needs of all pupils with physical and sensory impairment, we recognise that adaptations to meet these needs may have to be made to prevent disabled children being treated less favourably than their able bodied peers.

Equality of Educational Opportunity

The general principle governing the curriculum at The Crestwood School is that every pupil shall be entitled to a curriculum, which is balanced, broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepares pupils for the opportunities, responsibilities and experiences necessary to take them forward into further education and adult life.
- Pupils at The Crestwood School have equal access to all activities in the school.

Most GCSE subjects are available to choose when transferring key stage for SEN students. SEN students will receive advice on their choices and receive help in making the right choices for them. From KS4- KS5, SEN students will have the opportunity to meet with P Small, our Connexions officer, to help them to choose an appropriate course for KS5. He will help students to fill in application forms if they need extra assistance and give advice on appropriate courses that are available. For students who have a statement of special needs or who have the new EHCP, he will complete a moving forward plan to give their next education provider detailed information about the support they are likely to receive to move towards employment, independent living and participation in society.

Involvement of outside agencies

The school has access to advice and support from the Local Authority and Social Services. This includes:

- Learning Support Service
- Educational Psychology Service
- Emotional and Behavioural Difficulties Service
- Councillor
- Hearing Impaired Service
- Visually Impaired Service
- Educational Welfare Service

- Physical and Sensory Service
- Speech and Language Therapy Service
- School Nurse (on site)
- SEN Inspectors
- Beanstalk (an adult voluntary reading support group)

The authority have put together a local offer which lists services which are available in Dudley. The list is on this website

<http://www.dudley.gov.uk/resident/localoffer/> and is continually being updated. This is for the use of students, parents and staff.

Resources

Individual teachers keep their own resources used for differentiation within their classroom. Additional resources are maintained in a central bank and are available for staff to support provision made for IEP targets.

Extra funding for SEN pupils depending on their level of learning difficulty (Learning Difficulty Factor LDF) is used to purchase resources and support staffing costs.

Strands of Action to meet Special Educational Needs

The school aims to make a graduated response to pupil's individual needs. This will involve:

- Class teachers' continuous curriculum assessment, identifying pupils causing concern and making provision within the normal differentiated curriculum.
- The school responding to all appropriate concerns from those involved with the pupil including parents, the pupils themselves and other agencies.
- Where concerns continue, the SENCO, with any additional information, will identify further strategies.

If, after a reasonable period of time using school-based strategies, the concerns persist and progress is not adequate, the involvement of outside agencies may, with parental agreement, be sought. These agencies may provide advice towards more specifically focused strategies to meet IEP targets. For pupils who demonstrate a continuing significant cause for concern, a request for a statutory assessment for a EHCP may be made to the Local Authority. Such a request will be accompanied by all relevant evidence about the strategies and programmes implemented for the pupil over a reasonable period of time. Also included will be any resources or special arrangements put in place by school staff.

Emotional and social development

Crestwood offers a variety of support for improving emotional and social development within lessons. There are also extra pastoral support arrangements

for listening to the views of students with SEN through our Buddy system, where older students support the younger students in school. Also available is Chat, a service which is available every lunch time, to talk through any problems with a specially trained pupil in school. The pastoral system in school is done through year groups. There are also places set aside in school for vulnerable students at break and lunchtimes. We have a school councillor who can support pupils with more serious emotional needs.

Homework Club

There is a homework club which operates on a Tuesday, Wednesday and a Thursday after school in a computer suite with a colour printer. This is run by two TAs and is mainly used by SEN students. It is informal, with a drink and biscuits, and is a great way of providing additional support in the completion of homework.

Bullying

Read bullying policy on web for in depth provision.

Ofsted report that :-

Students say that bullying is rare but they are confident that if it does happen it is dealt with swiftly by teachers.

Records

Each teacher keeps a folder containing

- Relevant information about the individual needs of the pupils in their class
- Information about any health issues of individual pupils
- Results of formal assessments
- The result of any Diagnostic Testing is kept by the SENCO

ICT and Special Educational Needs

All information concerning pupils with special needs is now kept on a special needs database. A password is required to enter the database.

ICT is being increasingly used to support work carried out in the classroom and for teaching small groups of pupils with special needs.

Complaints Procedure

Complaints will be referred to either Mrs F Dudgon (SENCo), Mr D Boerm (Assistant Headteacher and special needs line manager) or the Headteacher. They are dealt with and resolved as soon as possible.

Monitoring and Reviewing the SEN Policy

- Work with outside agencies is reviewed at the end of the academic year
- The SEN policy is reviewed annually and updated as necessary

Inset and Training

In service training will be provided for staff as required, in line with government recommendations. This often relates to any issues arising from the provision for pupils with special educational needs.

Links with other Policies

Co-ordinators of all subject areas will be made aware of pupils with special educational needs so that they can access the curriculum area e.g. pupils with a physical disability in PE. The school is committed to a full inclusion policy for all pupils.

Ofsted

Most recent Ofsted report says:-

The achievement of disabled students and those with special educational needs is good with the vast majority of them making the same good progress as their peers. By Key Stage 4 these students are achieving better than their peer group in English and catching up quickly in mathematics.

Teaching assistants work well alongside teachers to provide additional support for students who need individual or small group support.

The school has put in place a literacy programme that is supporting younger students' reading more effectively than in the past. Students are extracted from lessons in modern foreign languages to have additional literacy support and this is having an impact.

Signed:

Date: Updated May 2016

Review May 2017