

ARCHBISHOP BLANCH SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

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ARCHBISHOP BLANCH CE HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

Basic Information about Archbishop Blanch School's Special Educational Needs Provision.

1. The school's objectives in making provision for pupils with special educational needs:

- The school is comprehensive and aims to provide a full education for all pupils with or without statements and regardless of ability or special educational needs.

2. The person responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs:

- The person responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs is the SENCo – Miss John.

3. Arrangements for co-ordinating provision for pupils with special educational needs:

The SENCo is responsible for:

- the day-to-day operation of the school's Special Educational Needs Policy
- liaising with and advising fellow teachers
- co-ordinating provision for pupils with special educational needs
- maintaining the school's special educational needs register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, the health and social services and voluntary bodies

4. Admission arrangements for pupils with special educational needs both with or without a statement:

- The school is comprehensive and aims to provide a full education for all pupils regardless of ability or special educational needs. The admissions arrangements give priority to religious criteria and to academic aptitude in Music and Art. Pupils in care and those with statements are given special consideration. However, the governors will also consider applications on behalf of children who have social; medical or pastoral needs.
- The school is accessible to pupils with physical disabilities but does not give priority admission to children who might make use of those facilities.

5. Facilities for pupils with special educational needs:

- Facilities for pupils with special educational needs include a lift in the four-storey block, external ramps, two toilets with facilities for the disabled and a purpose-built bathroom which includes a toilet **with overhead electric hoist, shower and bed. There is also a wheelchair lift which provides access to the new Sixth Form Centre.**

Information about the School's Policies for the Identification, Assessment and Provision for all Pupils with Special Educational Needs.

6. Resources:

- The Special Educational Needs Department has its own budget. The school's budget allocation for special educational needs is distributed to departments through the normal departmental budget allocation. Each department is responsible for allocating appropriate funding to provide books, stationary and materials for pupils with special educational needs to enable them to access the curriculum.

7. Identification, assessment and provision:

- Most pupils with special educational needs are usually identified before transfer to secondary school. However, some pupils' special educational needs may emerge as a result of our own identification or as a result of illness, hospitalisation or family circumstances. Therefore, further identification may be made as a result of:
 - Evidence from teacher observation
 - Performance against the level descriptors within the National Curriculum at the end of a key stage
 - Performance against the objectives specified in the National Literacy and Numeracy Strategy frameworks
 - Performance against standardised screening or assessment tools

Identification may also be made as a result of expressions of concern by parents/guardians, pupils and/or other professionals.

- Assessment will depend on the nature of the pupil's perceived special educational needs but may include teacher assessment, screening or referral to an outside agency as deemed appropriate by the SENCo and in consultation with other professionals and with parents/guardians.
- Provision will take the form of the pupil being placed on the special educational needs register at either School Action or School Action Plus. At School Action pupils are monitored through an Individual Education Plan which is reviewed half-yearly and occasionally termly. At School Action Plus, provision may also include support from external agencies or a request for statutory assessment.
- Where pupils are deemed to have made sufficient progress they may be moved between stages from School Action Plus to School Action. Alternatively, if their special educational needs are no longer apparent they may be removed from the special educational needs register.

8. Access to the curriculum:

- All pupils have access to a broad, balanced and modified or differentiated curriculum unless a pupil's statement of special educational needs states otherwise.
- Departmental policies should include the range of teaching strategies and approaches used including, for example and as appropriate: differentiation, adapted learning materials or special equipment, group or individual support, extra adult time to devise and monitor planned intervention for staff development and training.

Pupils may receive in-class support from a teaching assistant and/or withdrawal by external agencies working in partnership to alleviate any difficulties pupils may experience and with the aim of achieving educational objectives.

9. Integration arrangements:

- The school ensures that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs insofar as it is reasonably practical, compatible with the pupils receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources.
- Pupils with special educational needs are encouraged to integrate socially at all times. Special arrangements may be made for pupils who may need to remain in the school building at break and lunch times.
- Pupils with special educational needs are fully integrated in all areas of their work, in all areas of the curriculum and on school visits and other social activities. The building and all rooms are fully accessible so as to avoid physically segregating pupils wherever possible and appropriate, other than in the most extreme circumstances.

10. Evaluating success.

- The Governors' Annual Report to parents includes a report about SEN provision. It includes comments on the success of the SEN policy, the allocation of resources and the accessibility of the building.

11. Any arrangements for the treatment of complaints:

- If parents/guardians are unhappy about the special educational needs provision for their child they have the right to make a formal complaint. In the first instance they should contact the SENCO. Should complaints remain unresolved further action may involve the link member of the Leadership Group, the Headteacher or the Governors.

Information about the School's Staffing Policies and Partnership with Bodies beyond the School.

12. Special educational needs in-service training for staff:

- In-service training is based upon the perceived needs of the SENCo and the school and is often in line with current legislation. It may be formal or informal. The SENCo receives regular INSET and any relevant knowledge or expertise gained is disseminated to staff to promote good teaching and effective learning. Training may also be provided for non-teaching staff and ITT students as appropriate.

13. External support services:

- The school has access to a range of external support services provided by the LA. These include SENISS, Connexions, educational psychologists, physiotherapists, occupational therapists and speech therapists, **the Visually Impaired Service and the Hearing Impaired Service**. Named individuals are allocated to the school and expertise is sought as appropriate.

14. Partnership with parents:

- The school seeks to ensure close working partnerships with parents of pupils with special educational needs.
- The Code of Practice defines parental responsibility as the following:

2:4 ...The Children Act 1989 introduced the concept of parental responsibility. The Act uses the phrase "parental responsibility" to sum up the collection of duties, rights and authority that a parent has in respect of a child. In the event of family breakdown (i.e. separation or divorce) both married parents will normally retain parental responsibility for the child and the duty on both parents to continue to play a full part in the child's upbringing will not diminish. This means that parental responsibility will be shared, often with the parents living in different households. In relation to unmarried parents, only the mother will have parental responsibility unless the father has been granted parental responsibility by the Court or has made a parental responsibility agreement with the mother. Where a Residence Order is in place in respect of a non-parent (i.e. grandparent), that person will have parental responsibility for the duration of the Order.

2:5 If a child is 'looked after' by a local authority, they may either be on a care order or be voluntarily accommodated. A **Care Order** places a child in the care of a local authority and gives the local authority parental responsibility for the child. The local authority will have the power to determine the extent to which this responsibility will continue to be shared with the parents. A child may also be **accommodated** by the local authority under voluntary arrangements with the child's parents. In these circumstances the parents will retain parental responsibility acting so far as possible as partners of the local authority. Where a child is looked after by a local authority day-to-day responsibility may be with foster parents, residential care workers or guardians.

Special Educational Needs Code of Practice: November 2001.

- In working with parents the school will endeavour to:
 - Tell parents when school first identifies that a child has special educational needs
 - Fully involve parents in the school-based response to their child via copies and reviews of individual education plans
 - Support parents in understanding the purpose of any intervention or programme of action
 - Inform parents about the parent partnership service when special educational needs are identified
 - Welcome and encourage parents to participate from the outset and throughout their child's educational career at school
 - Regularly review school policy to encourage active partnership with parents and avoid presenting barriers to participation

15. Links with other schools, including special schools, and arrangements for transition between schools and beyond school:

- The school has links with local primary and special schools through out outreach work as a Technology College, Training School and Applied Learning School. Pupils are taught on a part-time basis and share some of the resources available to the school.

Arrangements for transition between school and beyond school are as follows:

- The SENCo may attend Y6 review meetings and may meet with parents to discuss concerns regarding transition from primary school to secondary school.
- All records relating to pupils with special educational needs transferring from primary school to secondary school will be properly kept and made available as required.
- The Connexions Service provides support for all young people aged 13-19. The Connexions Service provides school with information to help pupils with special educational needs make successful transitions to post-school education, training or work, including details of local and national voluntary organisations.
- The Connexions Service should seek the agreement of students and parents to the transfer of information (including statements) from school to the continuing education sector or other provision and explain the importance of such information and the desirability of the transfer.

16. Links with the health services and any voluntary organisations.

The school has access to, and works in partnership with, the health service, the social services department, the education welfare service and a range of local and/or national voluntary organisations which it makes full use of as and when the need arises.