



THE STONEHENGE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY **Sept 2018**

ACTION	DATE	COMMENT
Introduced	n/k	
Last Approved	Jan 2019	FGB
Review Frequency	3 Years	
Next Due Review	Sept 2021	
To Be Published On School Website		

1. Rationale:

The Stonehenge School has established procedures to support those students with Special Educational needs. This builds upon the work of all staff who are committed to provide a broad and balanced approach to learning. The aim is that all students can participate fully in the life of the school and achieve their full potential.

The Children & Families Act 2014 requires the school to support children with Special Educational Needs. This is found within the new Code of Practice which schools are advised to follow. The Code provides guidance on the way schools may identify children with special needs, assess the extent of the difficulties and seek outside professional advice and support, to minimise such difficulties. It outlines the procedures necessary for 'formal assessment' of students and how a formal statement of special educational needs may be designed. Throughout the Code of Practice there is a particular emphasis on the way that parents or guardians are to be informed and involved in the process.

2. Objectives:

The three main objectives of the school's Special Educational Needs policy are to ensure that:

Every effort is made to offer students with Special Educational Needs their entitlement to a broad, balanced and relevant curriculum.

All students, including those with Special Educational Needs have the opportunity to participate fully in the life of the school

The school continues to work towards developing effective partnerships with the parents/guardians of students with special educational needs.

3. Implementation:

Admission to the school.

Existing admission procedures will apply. The School has a Skills Development Centre dedicated to support students with additional needs.

Prospective parents or guardians who wish to discuss whether the school has the facilities to cater for their child's special educational needs are encouraged to contact the SENCO.

Identification and Assessment of Students with Special Educational Needs

The school currently identifies students with Special Educational Needs through:

- Liaison with the student's previous school
- Parental concerns
- Its own referral system /teacher assessments
- Reading tests

- Referral from colleagues, external agencies or the student Observations and/ or records maintained by Teaching Assistants National Curriculum assessment procedures.
- Wiltshire Indicators and Provision Document

As advised in the Code of Practice the school follows a staged approach to Special Educational Needs.

SEN Support (K)

The Progress Leader in liaison with the subject teacher(s), tutor and /or delegated member of the Skills Development Centre will:

- Collate information
- Monitor and review the student's progress
- Refer the student to the Skills Development Centre for targeted support.

The class teacher will:

- Support the student in the normal classroom context with differentiated tasks and methods of recording
- Monitor and review the student's progress in their subject area

The SENCO or Delegated Skills Development Centre team member in liaison with relevant staff will:

- Draw on the advice of outside specialists from education, health and Children and Family Services as appropriate
- Consult with parents/guardians and students
- Monitor and review the student's progress
- Identify strategies to support the student
- Notify the Head teacher, Senior Leadership Team and Progress Leaders of the action being taken
- Target further resources to the student
- Apply for ELP funding if appropriate
- Create one page profiles

Statemented/EHCP Students

Students who have an EHCP have their needs clearly identified and minimum level of provision clearly stated by the LA.



Stonehenge School Provision Map by Area of Need and Wave of Support

Area of Need	All students, where appropriate	Plus for some students – Catch up	Plus for a few students
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids/modelling etc, Visual Timetables Use of writing Frames Access to ICT Target setting	Catch up programmes – Literacy and Numeracy In class support from TA Withdrawal (smaller group work) Individualised timetable at KS4	Intense literacy/numeracy support Test/Exam Access arrangements. Alternative accreditation / vocational courses Advice from EP
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language. Key words increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines	In class support with focus on supporting speech and language ICT Communication Skills	Speech and Language Advice/Input from Autism Outreach support/advice ICT
Emotional, Behavioural and Social/Social Emotional Mental Health	Whole school behaviour policy Whole school /class rules Whole school/class rewards and sanctions systems	Social Skills group training Anger Management KS4 Work related learning In class support for supporting behaviour targets, access, safety Involvement of EWO,	Individual Counselling PSP Re integration programme Advice from EP Peer mentoring Outreach from CAMHS ELSA sessions
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Medical support/advice	Brain Gym exercises Dyspraxia exercises Keyboard training Additional fine motor skills practice In class support for supporting access and safety	Individual support in class during appropriate subjects Advice/Input from HI, PI, OT AND VI Teachers Use of appropriate resources



Wave One – Quality First Teaching	Wave Two – Interventions for Catch-up	Wave Three SEN Strategies
<p><u>Teaching and Learning</u> Modified teacher language Graded questioning Learning presented through visual, auditory and kinaesthetic styles Differentiated Teacher planning Differentiated curriculum delivery Differentiated learning outcomes Alternative recording strategies in regular use Shared target setting (parent and student)</p> <p><u>Behaviour Management</u> SEAL Positive relationship building – PACE Regular merited praise Targeted praise Graded reward system Rules displayed and referred to Celebration assemblies Subject Report Tutor Report</p>	<p><u>Teaching and Learning</u> Small Group work – withdrawal Study Support Group Homework group Learning Mentors In Class Support One Page Profiles</p> <p><u>Behaviour</u> Social Skills group Peer Mentoring Daily 1:1 with key adult Self Esteem Group PL / SLT involvement Home / school link book Buddy System In Class Support SDC ELSA Thrive</p>	<p><u>Teaching and Learning</u> Intense literacy / numeracy programmes and support One Page Profiles Individual Targets reviewed regularly</p> <p><u>Behaviour</u> Pastoral Support Plan Management plan supported by Inclusion Support Services Personal Education Plan(Child in Care) Integrated Youth Service Counsellor SDC</p>



COMPLAINTS PROCEDURE

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's special Educational Needs are being met. The school has a clear complaints procedure which is outlined below; the full policy can be found on the school website.

- **Step A**
The parent/guardian asks to meet with the SENCO to discuss their concerns
- **Step B**
If they are still not satisfied with the response they have received contact should be made with the Headteacher. The Headteacher will either meet with the complainants or arrange a meeting with another member of the Management Team.
- **Step C**
If there is still dissatisfaction contact should be made with the Clerk of the Governors who will pass the concern to the appropriate member of the Governing Body.
- **Step D**
If the complaint is still not resolved then the Local Authority should be contacted.

STAFFING

Special Educational Needs provision is co-ordinated by the SENCO.

The SENCO's responsibilities are:

- Monitoring the implementation of policy
- Evaluating the effectiveness of provision
- Co-ordinating the day to day operation of the school's Special Educational Needs Policy
- Advising class and subject teachers
- Monitoring provision for students at SEN Support and EHCPs
- Co-ordinating the Special Educational Needs assessment and record keeping procedures within the school
- Working with parents/guardians of students with special educational needs



- Co-ordinating contact with external agencies, including the Educational Psychology Service, Medical, Social Services and voluntary bodies
- Advising and supporting members of both the Learning Support and Pastoral teams
- Managing the specialist resources that exist within the school

In addition to the specialist personnel, all Stonehenge's teaching staff are made aware of their responsibilities towards students with Special Educational Needs.

MANAGING PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

A range of strategies are utilised to support students with Special Educational Needs. These include:

- Individual teaching to support specific areas of the curriculum, such as literacy or numeracy
- Small group teaching
- In-class support where a member of the Skills Development team offers assistance to students within a mainstream classroom
- Individual or group support to address such issues as raising student self-esteem or modifying behaviour
- Special access arrangements during examination and test situations where a student's assessment needs justify the use of this provision
- Adaptation of classroom work where this is appropriate

RESOURCES

Part of the school's staffing budget is earmarked to support students with Special Educational Needs.

The resources are managed by:

- SENCO



Other resources include:

- Skills Development Centre
- Access to a Counsellor
- Access to ICT, Nessy, My Maths, Sam Learning, Toe by Toe, Catch up, Power of 2
- Books and material to assist students of differing abilities
- Library provision which reflects the needs of students with Special Educational Needs
- Specialist SEN Teacher
- ELSA's

The school endeavours to both review and update its resources for students with Special Educational Needs.

PARTNERSHIP WITH PARENTS/GUARDIANS

The Stonehenge School recognises that it is important that home and school work together. If this partnership is to work, it seems vital that:

- The Stonehenge School recognises that parents/guardians can offer important information about their child's strengths and weaknesses
- Confidential information is respected and only shared with those who need to know

If a parent or guardian is concerned about their child's Special Educational Needs, they are welcome to contact the SENCO who will be happy to discuss the situation with them.

Opportunities for consultation are likely to include:

- Annual Reviews
- Parent/Teacher Consultation Evenings
- Meeting to discuss one page profiles
- Parents are encouraged to contact the school whenever a concern arises



EXTERNAL SUPPORT

The school has a named medical Officer and School Nurse. Contact can also be made with the following agencies:

- The Education Psychology Service
- Child and Adolescent Mental Health Service
- SPLITZ
- The Education Welfare Service
- Child and Family Services
- EMAS
- SSoCIT
- CEAS
- CAMHS
- SENSS
- Communication & interaction

The school will use these agencies where their advice might be helpful. The use of these agencies will, in all but the most exceptional circumstances, be sought following consultation with parents/guardians.

Parents/guardians are welcome to discuss with the SENCO whether any of the agencies outlined above could provide help for their child.

TRANSITIONS:

The Stonehenge School regularly liaises with feeder Primary Schools about prospective students. This liaison includes:

- Visiting the school to meet teaching staff and/or students
- Attending Annual Reviews in Year 5/6 where it is felt our presence may prove helpful

When a student with Special Educational Needs transfers to us we endeavour to liaise with the appropriate personnel in their previous school. We also try to obtain any documentation the previous school may have that will assist us in planning provision. We also offer bespoke transition programmes.



Students with Special Educational Needs, who are approaching the end of their compulsory schooling, are helped to prepare for the experience by:

- Taster Days at local colleges
- Undertaking Work Experience placement in Year 10 and 11
- Receiving Careers Guidance from the Integrated Youth Service
- Attending Open Days at local colleges of Further Education
- Undertaking visits to appropriate events that deal with the range of options post 16

GOVERNORS:

The Governing Body has a responsibility to provide and monitor provision made for Special Educational Needs.

The Governing Body evaluates the success of the provision by:

- Monitoring the volume of requests for the school to be named on the students' Education Health & Care Plan (EHCP)
- Monitoring the amount of the budget allocated to students/resources for Special Educational Needs support
- Annually reviewing the school's Special Education Needs policy
- Consulting with the Senior Management Team about Special Educational Needs issues
- Using other relevant techniques to monitor progress and evaluate provision. This could include:
 - The performance of Special Educational Needs students in key Stage assessments
 - The number of GCSE courses, students with Special Educational Needs pursue
 - The GCSE examination results of students with Special Educational Needs
 - The destinations of students with Special Educational Needs after they have left The Stonehenge School
 - The results of diagnostic testing and/or Cognitive Ability Tests
 - Monitoring the number of students on the Special Educational Needs Register.



FUNDING AND ALLOCATION OF PROVISION

The school's fund granted through the LA audit for Special Educational Needs is spent on meeting special needs. It is the policy of the Governing Body to spend this and in addition, make some additional provision from its own delegated budget. The number of children with Special Educational Needs in each school determines the additional money the school receives from the Local Authority to help meet students' special needs.

THE SCHOOL'S RATIONALE FOR ALLOCATING SUPPORT

Making decisions about the allocation of support is never easy and has to be made within existing levels of resourcing. At The Stonehenge School the allocation of support is prioritised as follows:

- **Students with an EHCP - (previously referred to as a Statement of Special Educational Needs)**

These students have had a formal assessment that specifies the amount and type of support we have to provide.

- **Enhanced Learning Provision**

However the authority has now introduced funding for students who require an Enhanced Learning Provision and this is not dependent on the student having a Statement of Special Educational Needs. This funding is sometimes allocated to students at SEN Support.

These students have significant difficulties their additional Special Educational Needs will usually be met through a combination of withdrawal modules, in-class support and other approaches that might prove helpful. The authority has delegated funding to the school to provide these resources.

These students have difficulties that may not require a withdrawal module but would benefit from additional in class support. In some cases withdrawal modules will be offered if further screening tests suggest that this will prove beneficial.

The school believes that those students at SEN Support can best have their needs met within the mainstream classroom. These students will be monitored to ensure they are progressing well. Screening test results and other data will also be used to ensure that these students' Special Educational Needs are monitored. If students fail to make progress then the level of their Special Educational Needs provision will be reviewed.

