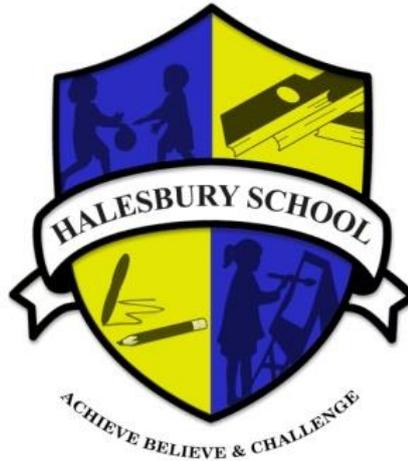


HALESBURY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	
Next review date	



Halesbury School Special Educational Needs Policy **Achieve Believe Challenge**

We work together to maximise the potential of everyone in our school by:-

- Developing self-reliant and high achieving lifelong learners
- Using a comprehensive range of learning resources and teaching strategies
- Celebrating diversity in all its forms; ability, cultural, religious, race, gender, transgender, sexual orientation.
- Promoting high standards for all
- Enabling participation in local, national and international communities
- Positively valuing the contribution of every one
- Developing self-esteem and respect for others
- We demonstrate our commitment to these statements by:-
- Creating varied and challenging teaching and learning opportunities
- Being reflective about and consistently developing our practice
- Providing independent and collaborative working opportunities
- Maintaining a stimulating learning environment
- Assessing, monitoring and guiding learners
- Making the best of our resources
- Implicit in our aims is the commitment to the inclusion of ALL pupils in the life of the school and where possible, other schools.

The Governors and Staff of the school work in partnership with the LA to meet the;

- Requirements of the Code of Practice 2014.
- The spirit of the Children and Families Act 2014

To support our work the following structures, procedures and systems are in place:
See the following sections of this document:

Special Educational Needs a Definition

(Section 312, Education Act 1996) (Section 17 (II) Children Act 1968) (Section 1 (I), Disability Discrimination Act 1995)

Summary of Code of Practice 'who does what'

Admission arrangements and liaison

Referral form

Identification and assessment procedures

Dissemination of SEN information and IEPs

Range of Special Educational Needs in the school

Criteria for in class and or small group support

Examination assessment, concession applications, invigilation organisation

Resources for Special Educational Needs



Parental links
External Agencies

Special Educational needs a Definition:-

Pupils 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 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 education authority
 - c) Are under compulsory school leaving age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.
- Pupils must not be regarded as having a learning difficulty solely because the language or the form of their home is different from the language in which they will be taught.

Special educational provision means:

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

Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1), Disability Discrimination Act 1995

ALL teachers must have regard to the Special Educational Needs Code of Practice. Some of this is a statutory responsibility.

Admission Arrangements:

All pupils at Halesbury School have an Education, Health Care Plan [EHCP] and are placed at the school through the statemating office of the Local Authority.

Halesbury School does not select pupils for entry to the school. We are a school committed to inclusive education. The building allows for disabled access throughout.



As an inclusive school we have comprehensive integration practices and procedures and an induction programme to ensure pupils make a smooth transfer to the school. Each set of arrangements are based on the needs of the pupil.

This includes:

Induction session/sessions are available to all pupils to build self-confidence, self-esteem and independence.

Pupils are assessed as soon as possible on entry to determine their working levels and to set challenging targets with the progression guidance as a starting point.

Liaison meetings and visits into the nurseries/schools to find out as much information as possible prior to transfer and to inform information to be given to class staff.

During the summer term pupils' records are transferred to their new classes along with IEPs and SEN record information.

Identification and assessment procedures:

Pupils have a reading test (where appropriate)

Pupils are baselined Dudley P Level Assessment (DAPA) data.

Work from the feeder schools is reviewed and levels assigned accordingly.

This information alongside the detailed pupil information in the statement and last annual review gives the class team valuable information in planning and setting work.

Some of the pupils will need further testing to provide exam board evidence towards examination concessions. This could include extra time, an amanuensis, a reader, a scribe, a transcript depending on their individual needs.

The range of Special Needs in the school:

The range of special needs is the widest in the borough's special schools. Increasingly pupils are presenting with a variety of complex needs. General Learning Difficulties include some of the following:-

MLD, SLD, Complex Communication Difficulties, Autism, SpLD, VI, HI, Asperger's, EBSD, PD.

All classes have a class teacher and a level 3 teaching assistant/NNEB. Some classes will have additional support from level 2 care assistants. Pupils are taught in whole classes, groups and as individuals. Some identified pupils will have extra sessions for speech and language work as a group or as an individual. Programmes are devised by the Speech and Language Team.

Examination assessment, concession applications and invigilation organisation:

Pupils eligible for exam concessions are tested and detailed reports, samples of their work and individual application has to be sent to each examination board where that pupil is entered for an examination. Some examinations may take place in a neighbouring mainstream school or college. This is for pupils who have an intellectual ability to pass a GCSE / BTEC.

Parental Links and Involvement:

We believe that close links with parents/carers are a vital part in the success of any pupil. We value their support and encourage them to help their son/daughter to access their homework, reading and coursework. Parents are kept informed by annual reviews,



Home/School diaries, meetings and the parents' evenings. Parents are invited to review meetings and receive the appropriate review papers prior to the meeting. Moreover, we keep a closer contact, where appropriate, for some pupils who require more detailed monitoring. This is done either by telephone, meeting or letter as appropriate. It is vitally important to keep the lines of communication open. Parents are encouraged to be part of their children's learning programme, helping them set individual goals or targets alongside those that may be set by their targets and reviews. It is about their child and for them.

External Agencies:

As part of the resources available to the school, we can call on the expertise of external agencies to help us establish and meet the needs of our pupils.

These include the following:-

Speech and Language Therapy Service

Educational Psychologist

LACES Team

Specialist Teaching Services

Visually Impaired Service

Hearing Impaired Service

Physical and Sensory Team

Autistic Outreach Team

Connexions (Careers)

CAMHS

School Doctor

School Nurse

Reviewed summer term 2018

Review summer term 2019