

Special Needs Educational Policy



Chilton Trinity

OBJECTIVES FOR THE PROVISION OF SEN

Objective One

Students with SEN are identified as early as possible

Identification and assessment of SEN

On entry all Year 6 SATs results are passed to Chilton Trinity as students transfer from their feeder primaries along with all SEN files. In addition, during their first term all students are given a standardised reading and spelling test and the full range of Cognitive Abilities Tests. When all this data is considered, along with the progress a student is making, decisions are made with regard to placing students on the appropriate category of SEN.

Students with particularly low literacy skills are targeted at this point, usually by help from the small group intervention programmes.

Students with large differences between their verbal and non-verbal scores are also highlighted to staff to ensure that they reach their full potential.

Continuing

Students with literacy difficulties identified in Year 7 are re-tested at the end of every year until such time as their Reading Age exceeds 10 years. They continue to be given access to the small group intervention programmes and to be targeted by the whole-school literacy policy.

Exam Concessions

Students are identified for exam concessions for annual internal exams and in Year 11 for GCSEs. The regulations and guidance relating to candidates with particular requirements are adhered to. All exam concessions are approved by a member of the Learning Support Service. The results of any applications are made known to teaching staff as soon as possible to enable students to practise using their concessions.

Objective Two

Teachers are aware of the special needs of all students.

Strategies:

The SEN Register

A register is maintained of all students at Chilton Trinity with SEN. It shows the current stage of the Code of Practice for each student. It also summarises the main concerns for the student along with any test or exam results. The SEN register is reviewed and updated termly following receipt of the new information for any incoming pupils. It is always available on the P: drive.

Individual Education Plans

An Individual Education Plan (IEP) is maintained for students with SEN who are on School Action Plus and those with Statements.

In summary, the IEP includes the following information:

- Name, Tutor Group, Stage, significant test results, e.g. Reading/Spelling Age, SATs scores.
- A summary of the student's strengths and areas of concern. This is information gained from any relevant reports from external support services, a student's Statement if applicable, primary liaison and feedback from teaching staff, the student and parents.
- Long-term targets which consider the whole length of the student's time left at the school.

- Short-term targets which are chosen by the student themselves. These targets are SMART, SIMPLE, MEASURABLE, ACHIEVABLE, RELEVANT, TIME-RELATED. They are reviewed half termly by key workers.
- Strategies which are needed to achieve the targets for both teachers, LSAs, the student and their parents.
- Outside agencies involved with a student on School Action, School Action Plus and those with statements.

The IEP is updated half termly following feedback from all teaching staff at which time the student chooses new targets with the help of an adult. The IEP is disseminated to all the student's teaching staff, LSAs, Tutor, Year Head, Deputy Head, parents, student themselves. A copy is also kept on their file.

Communication within the SEN Department

Communication within the SEN Department has to be effective as the department is large and there are a number of part-time members. There is a weekly meeting with LSAs and information is passed to all through their trays.

Communication with Staff

In addition to the register and IEPs which are sent to staff, there is the following communication by meeting:

The Year Heads, Home School Liaison Workers, SEN Provision Manager and the SENCo, meet every week to discuss attendance, SEN and pastoral issues.

Objective Three

Appropriate resources are available and are used within the school.

Strategies

The resources used to support students with SEN are funded through the school's Learning Support budget and part of the school's pupil retention grant. The Learning Support budget is composed of SEN devolved (SEND) and SEND plus components. The SEND budget itself is based on student numbers, reading scores and free school meals. The SEND plus budget is a top-up fund to support students with exceptional SEN. The learning support budget is then spent on wages (teacher and LSA time), running costs (photocopying, pens, paper etc), training and new teaching aids (Successmaker, reading books).

The process of ensuring fair distribution of resources is complex. Teacher hours are distributed to Statemented students or students with a high level of need for whom withdrawal from a mainstream class is appropriate. LSA hours are allocated to teaching groups and individual students. Creative grouping of students ensures that the LSA help reaches a large number of students with SEN. It also prevents individual students from becoming overly dependent on help. Where students have their own LSA, this is specified in their Statement and is funded by the LEA.

Communication with Parents

Chilton Trinity Technology College firmly believes in working in partnership with parents and guardians of all students, particularly those with SEN. It is through these close working relationships that students can make the best progress throughout their school career. Parents are encouraged to visit the school regularly, both for formal meetings and on a less formal basis.

A teaching member of the SEN Department is available for information evenings, particularly the New Intake evening. Parents are also specifically asked to attend for all Annual Reviews of a student's Statement.

Communication with Other Educational Establishments

Primary

The SENCo maintains links with all feeder primaries and members of the SEN department visit all primaries to meet prospective Year 5 and 6 students and the primary SENCo to ensure smooth transition between phases. The information gathered in this way is collated and sifted to provide a pen picture for each student to be included in the Chilton Trinity SEN register before their arrival. They are initially placed on the Chilton Trinity register at the same stage as their primary register. The SENCo or representative also attends, when possible, Annual Reviews of students in Year 5 and 6.

Tertiary

The SENCo liaises with all further education colleges, particularly Bridgwater College. Records including all paperwork concerning exam concessions are passed on.

Local Area Secondary Schools

The SENCo attends the local area SENCo working group which meets every term to share good practice and provide mutual support.

Communication with Local Education Authority - Consultation Meetings

The SENCo, relevant Year Heads and Director of Student Services meet twice a year with Chilton Trinity's key support personnel from the LEA. These are usually a representative from the following services: Education Psychology, Behaviour Support Service, Learning Support Service and Education Support Service.

These meetings discuss whole-school issues and individual students causing concern. The whole-school issues cover items such as: funding, patterns of need within years, identify and planning INSET needs, whole-school SEN strategies and policies etc.

Delivery of Small-Group Work

Where there is a real need for help with specific learning difficulties, individual or small groups may be extracted from mainstream lessons for a limited time. This usually occurs with a few Year 7, Year 8 and Year 9 students.

In this case the teachers in the SEN Department will liaise with any outside agencies involved and read the reports on the individual students involved.

Targets for these sessions will be agreed with the students and initial testing will take place. Learning Support staff will try to ensure that any small-group work is a positive experience and the students will be encouraged to take an active interest in progress made.

The timetabling of these lessons is changed regularly to ensure a student does not miss too much of any one mainstream subject.

Some students work with a Learning Support Assistant on a short course to improve their literacy. They work on the targeted individual intervention programme which is part of the SAIL (WAVE3) initiative.

Enrichment Centre

The Enrichment Centre caters for all students including those with emotional and behavioural difficulties. Referrals are made through either SMT or Year Heads. Students attend the Enrichment Centre for a variety of reasons. Examples of which are:

- Part of a reintegration programme on return from exclusion.
- Students who have had a bereavement.
- Temporary withdrawal from a subject.

- Part of a Social Skills group.
- Part of a language and communication group.
- Attending a course in Life Skills.
- Literacy programmes.

All students who access the Enrichment Centre have an individual PEP.

Objective Four

Pupils with SEN are integrated as fully as possible into the life of the school and have access to a balanced and broadly based curriculum, including the National Curriculum.

Strategies:

All students are fully integrated into the life of the school, belonging to mixed ability tutor groups in the pastoral system. All staff are encouraged to differentiate work appropriately for students, allowing them to access the same curriculum as their peer group. Staff are supported in this endeavour by INSET and continuous advice from the Learning Support Department. The school recognises and supports a student's right to follow the National Curriculum and will only disapply students from elements of the National Curriculum in rare and exceptional circumstances. Where students are withdrawn for periods of longer than half a term from a mainstream lesson to receive specialist small group tuition from the Learning Support Department, a condensed curriculum for this subject will be included in the small-group work. Opportunities are provided for students to use collaborative learning styles and a variety of methods for assessing and recording students' work are used. Multi-sensory approaches are encouraged in order to enable students to learn more effectively. Learning support assistants are widely used to support pupils within the curriculum.

At Key Stage 4 the school offers a highly differentiated vocational curriculum. Students continue to study the core subjects but in addition attend Bridgwater College one morning per week to take part in a vocational course of their choice. They also complete a variety of 'key skills' type lessons which complete their work-related learning package. All students are encouraged to take part in a wide range of extra-curricular activities.

Objective Five

Parents, external agencies and the students themselves are fully involved in the effective support and provision for students with SEN.

Strategies:

Communication with Students

All students with SEN are encouraged to make use of the Games and Homework Clubs run in the Enrichment Centre every lunchtime. In addition, students are consulted on an individual basis concerning their IEPs, particularly their short-term targets. A mentoring service involving staff is available to students who need help with organisation and/or building self-esteem. There is also a counselling service available if needed and 1:1 Emotional Literacy programmes.

COMMUNICATIONS

This communication takes many forms: paperwork, meetings, conferences, training sessions, information evenings etc.

There is also communication through INSET.

As well as giving feedback on IEPs, staff also input into student's Annual Reviews and also write whole-school reports for students with SEN in the light of their IEP and targets.

Communication with Governors

Chilton Trinity currently has one Governor with an interest in SEN: Ian Pidoux

They determine the school's general policy and approach to provision for SEN students with advice from the SENCo. They also establish the appropriate staffing, funding arrangements and maintain a general oversight of the school's work. They meet regularly with the SENCo to discuss all SEN issues. They report annually to parents.

LEA/SENCo Conference

The SENCo attends the LEA Secondary SENCo conferences held twice a year to keep fully informed of all LEA policy and to share good practice with other SENCos.