

# **TARLETON HIGH SCHOOL: A COMMUNITY TECHNOLOGY COLLEGE**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **The Aims of Tarleton High School**

We at Tarleton High School are committed to meeting the special educational needs of pupils and ensuring that they make good progress. In line with our mission statement, we are committed to

- building further on the school's achievements.
- be an outstanding school by 2013.
- maintaining and develop our High Performing Specialist School status.
- becoming a hub for learning for the wider community.
- developing, through Tarleton High School's link with International Aid Trust, pupils' awareness of mutual inter-dependence within a global society.
- creating a caring and safe school community based on respect and personal dignity for all individuals.
- raising self-esteem and ambition amongst all members of the community.

The Aims of the School act as a focus for The Special Needs Policy.

### **Parents and young people**

Young people and their parents are at the centre of provision for pupils with specific needs. Relevant staff at Tarleton High School will monitor all academic, emotional, social, behavioural and physical development in conjunction with parents and pupils to create a supportive and effective learning environment. Staff at Tarleton High School welcomes and responds to the support and views of parents and pupils as they are vital to the successful provision of support for young people with additional needs.

All staff at Tarleton High School welcome an open dialogue with all parents. Any parent contacting the School with concerns regarding their child will receive a response within 24 hours.

Parents are asked to provide all information pertinent to the needs of their child in order for the correct level of support to be sought or provided.

### **Roles and Responsibilities**

The Governing Body appointed Governor, identified as the SEN Nominated Governor, has oversight of SEN provision throughout Tarleton High School to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements.

The SENCo (Special Educational Needs Coordinator) is the School's "responsible person" and manages the School's special educational needs work. The SENCo informs the Governing Body on all issues regarding special needs provision made by Tarleton High School.

The SENCo, together with the SEN Governor and all staff, ensures that the Special Educational Needs Policy is effectively implemented across the school.

### **Admissions**

Pupils with special educational needs will be admitted to Tarleton High School in line with the School's admissions policy. The SENCo is aware of the statutory requirements of the SEN and Disability Discrimination Act and will meet the Act's requirements with respect to pupils and parents. Staff at Tarleton High School will use their induction meetings to work closely with parents to ascertain whether a young person has been identified as having special educational needs at School Action, School Action Plus or as having a Statement.

### **Access for Disabled**

To ensure access for pupils or parents with disabilities, Tarleton High School has three disabled toilet facilities, one in the Lune building, one in the Ribble building and lastly, a disabled changing and toilet facility in the Community Sports Hall. Any new building will have taken into account DDA requirements as an integral part of the School's Accessibility Plan.

All staff at the school are sensitive to the sensory difficulties of pupils and parents and will provide the necessary access to outside agencies to enable access to the curriculum, assessments, meetings, written reports and other written and spoken events in school. This includes the provision of interpreters, signers and live voice presentations of taped assessment materials.

### **Resources**

The Governing Body ensure that the needs of pupils are met by employing a SENCo. The Head and the SENCo use the young person's Statement and the LEA banding document to identify the areas of pupil need and make the appropriate provision. The Governing Body ensures that Teaching Assistants are employed to support pupils.

The Governing Body ensures that moneys are identified to develop resources in curriculum areas. In addition, the Governing Body ensures that staff are kept fully up to date with SEN issues and undertake appropriate training.

### **Identification and Assessment**

If staff at Tarleton High School are alerted to educational difficulties experienced by a young person by whomever, the SENCo will assemble all relevant information and put strategies in place to address that need across the curriculum. This may require the further testing of a young person to assess the level of need and interventions deemed appropriate.

The regular monitoring and assessment of academic and social development of pupils identified as having specific additional needs is embedded within the Tarleton High School Tracking process. The SENCo, Director of Curriculum, Personal Development Managers and

the Attendance Improvement Worker meet regularly to discuss issue pertinent to pupils with additional needs.

## **Curriculum**

Tarleton High School is committed to an inclusive approach to the teaching of all young people and those for whom learning presents more of a challenge are integrated into appropriate groups so that their academic and social needs are met. However, we recognise that some young people may benefit from inclusion in Nurture Groups which may take place within the classroom environment or necessitate the formation of smaller groupings designed to target specific difficulties. These Nurture Groups target and enhance specific literacy and numeracy skills according to need and are intended to underpin learning so that young people gain greater access to the curriculum and are supported by trained members of staff.

Individual Education Plans indicate where differentiation is required and strategies for staff to address the needs of young people. Differentiation can be by provision or by outcome. Disapplication from subject areas is extremely rare and is considered on an individual basis. Pupils are not normally withdrawn from subjects; support is put into the classroom.

Teaching Assistants provide help, support and guidance to those young people requiring targeted input.

Young people with specific difficulties for whom college placements are appropriate in Key Stage 4, are supported according to their needs.

## **Staff training**

All staff are briefed on the specific needs of pupils via INSET days and briefings as and when necessary.

All staff have access to Individual education Plans and Individual medical Plans.

Newly qualified and Student Teachers receive training in SEN matters by the SENCo in conjunction with the Teacher in Charge of new teachers to the school.

Teaching Assistants are trained according to specific need.

## **SEN Stages**

There is a graduated response to addressing the needs of pupils identified as having specific difficulties.

The SENCo will:

- Use information from the primary School or previous School to provide an appropriate curriculum for the pupils and focus attention on action to support the pupils within the classroom.
- Ensure that on-going observation and assessment provide feedback about a pupil's achievement to inform planning for the pupil's learning.
- Ensure that opportunities exist for the pupil to show what they know, understand and can do, through the Review process.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and at School.

#### School Action

The SENCo may place a young person on School Action if that young person's performance is significantly behind that of their peers and they fail to make adequate progress. Parents and young people are involved in the formulation of strategies for intervention and an Individual Education Plan (IEP) will be developed. The IEP will be shared with parents, young people and all staff.

#### Movement between stages

If a young person fails to make adequate progress despite the additional support given by the School over the period of three IEPs at School Action, then outside advice will be sought on how to meet the needs of the young person in order to make progress. This advice will usually be bought in from the Lancashire Education Inclusion Service, (LEIS) and will involve further assessments of literacy and numeracy to be undertaken. The SENCo will take advice from this service as to the need for enhanced involvement on School Action Plus and the strategies to be employed in the IEP. Parents and pupils will be fully involved at all stages.

Young people with Behavioural, Emotional and Social difficulties, those on the Autistic spectrum, these assessments will be more specialised and may involve input from Young person and Adolescent Mental Health Services, (CAMHS).

### **Reviews**

#### IEP Reviews

All Individual Education Plans are reviewed termly. Pupils and parents are consulted and play an integral part in the IEP process and their views are welcomed and listened to. Copies of Individual Education Plans are sent to parents following each review.

#### Statement Reviews

If a young person has a Statement of Special Educational Needs, the SENCo will formally Review the Statement annually, inviting all professionals and outside agencies involved. Should the need arise; Interim Reviews can be called, particularly if the Statemented Pupil is at risk of exclusion.

### **Liaison with outside agencies**

The SENCo will seek advice from, and will cooperate with, all outside agencies pertinent to addressing the needs of the young person. This may involve, though not exclusively, LEIS, Child Protection Services, and Medical Services (including CAMHS)

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### **Pupils with mobility or medical needs**

All pupils, whether they have a special educational need or not, will be involved in the full life of the school. Provision is made for pupils who have mobility problems; they are allowed to leave classrooms early and are escorted by support staff to their next destination. Similarly, where the need arises, pupils are accompanied on school trips. Relevant staff at the school will make every effort, within the physical restrictions of the buildings, and in consultation with the relevant outside agencies, to make provision for pupils.

Where a pupil has a physical disability, which precludes them from participating in certain areas of the sports curriculum, an alternative will be sought in consultation with the pupil, parent and any relevant outside agency.

Care Plans are devised for pupils with medical needs in conjunction with the School Nurse and Health Services. Staff are alerted to all pupils requiring a Care Plan or Individual Medical Plan (IMP) as this specifies needs on a day-to-day basis and covers all in-school activities. Should a pupil with an IMP or short term medical need be on a day or residential trip, the IMP is revised to reflect the young person's needs outside of school.

### **Transfer from primary school**

Tarleton High School, operates an 'Open door' policy for parents to discuss the academic and social needs of their child.

All prospective parents are invited to the Autumn Open Evenings during which they are encouraged to discuss provision for their child with the SENCo. Similarly, parents are encouraged to meet with the SENCo at the Transition Parents' Evening.

The SENCo visits all feeder primary schools to discuss the needs of all young people with specific additional needs during the summer term prior to entry to Tarleton High School.

It is usual for the SENCo to be invited to Transition Reviews for those pupils who have a Statement of special educational need.

Parents are encouraged to visit the Tarleton High School with their child to discuss how best to meet the needs of the young person.

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Approved by Governing Body:

Date: 22<sup>nd</sup> March 2011