

EARL MORTIMER COLLEGE

Additional Needs Support Policy:
Special Educational Needs



EARL MORTIMER
C O L L E G E

& Sixth Form Centre

Policy Status			
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Introduction

The Warnock Report of 1978 concluded that one fifth of the general population of pupils in mainstream schools may experience special educational needs (SEN) of some kind during their school lives. It may be necessary for about 2% of these children to have statutory assessments leading to a statement made of their needs being made. We recognise that at any one time, 20-20% of our learners may be experiencing a range of learning difficulties, behavioural problems, physical or sensory disabilities at Earl Mortimer College. We expect that as a result of effective intervention and provision, not all students who receive SEN provision will do so for all of their time at college.

The aims and objectives of the Additional Needs Department at Earl Mortimer College are directly linked to those of the College, led and guided by the requirements of the 2002 Code of Practice, by the Personalised Learning Programme and in support of the five principles of “Every Child Matters”.

When carrying out its duties towards SEN the college ensures that parents are notified of any decision to make special provision for their child. The term ‘*parents*’ used throughout this policy refers to any parent, guardian, or other adult in ‘*loco parentis*’. Consistent with the SEN Code of Practice 2002, those learners who require provision which is “*additional to and different from*” the variety of learning opportunities presented by the college will be identified as experiencing “*Special Educational Needs*”. (SEN)

Learners have *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Learners who present as experiencing a “*Learning Difficulty*” are those who:

- Have *significant* difficulty in learning when compared to the majority of learners of the same age,
- Experience *disability or barriers* (physical, sensory, emotional, psychological, medical, etc.) that hinder them from making use of the educational facilities available, without additional provision and / or support.

This definition does not apply to those who have learning problems solely because their first language is different from the language in which they receive their education. The needs of these learners are discussed in our English as an Additional language policy (EAL).

The principles and aims of this policy detail how Earl Mortimer College will do its best to identify and meet special educational need. The college strives to ensure that teachers are able to identify and provide for those learners who present with special educational needs, so that they are able to enjoy and achieve, to feel safe to contribute and to join in the activities of the college together with those learners who do not have special educational needs. We aim to do this so far as is reasonably practical and compatible with individual learners and with the efficient education of other learners. The policy relates to individual learner need as manifested during the school day, during break times during extra-curricular activities.

Principles

We aim to ensure that all learners who experience SEN should:

- have their needs identified and addressed appropriately.
- have the opportunity to overcome barriers to learning, to enjoy their college career, to contribute to college life and so achieve their full learning potential irrespective of any learning difficulties.
- be aware that all members of the school community have a role to play in positively supporting them
- have a say and an active role in identifying, developing and evaluating interventions to address their learning needs.
- have named members of staff with whom they can discuss issues

Central to the success of additional needs provision at Earl Mortimer College is the involvement and co-operation of learners themselves, and their parents.

Aims

The Additional Needs Department at Earl Mortimer College has the following aims and objectives:

- To support learners to enjoy and achieve in college so that they realise their learning potential, maintain a high level of self-esteem and realistic high expectations of their own ability to succeed
- To support subject teachers and staff in delivering a broad, balanced and relevant curriculum which can be accessed by all students within an inclusive learning environment
- To stimulate and maintain learner curiosity, interest and enjoyment in their own education whilst developing independent learning skills.
- To ensure a learning environment in which all our learners feel safe to contribute to all aspects of college life and to the decision making processes which lead to being able to secure economic well being.

In order to achieve our aims and objectives we endeavour to:

- Ensure that the requirements of the Code of Practice are met.

- Support teachers to implement Quality First Teaching and Learning through carrying out individual solution focussed learner assessments and providing advice about strategies to support learners in class.
- Identify and implement ways to remove barriers to achievement as early as possible, using the agreed intervention framework and information from previous schools.
- To fully involve parents and learners in the processes supporting identification and assessment, delivery and evaluation of support.
- To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To ensure that the support of parents and learners is acquired in formulating and delivering any Individual Education Programmes (IEP) where they are required.
- Provide specific resources and equipment to support learning, and to ensure that those resources are deployed effectively and efficiently.
- Provide in-class support in a way that allows us to support individuals without being seen to give individual help
- Deliver tailor made, regular 1:1 and small group intervention withdrawal programmes over a pre-determined period of time (including, but not only at, Waves 2 and 3).
- Work closely with our neighbourhood primary schools and especially at year 6 / 7 transfer.
- Develop and provide a bank of resources and materials to support all subject areas and to support TAs teaching in 1:1 / small group withdrawal and in whole class contexts.
- Share up to date information with subject teachers so that they are aware of the individual needs of learners who present as experiencing special educational needs.

We will measure success through the following outcomes and criteria:

- Staff in our school and our neighbourhood schools share expertise and resources and feel empowered and supported.
- Improved staff confidence in meeting learning differences.
- Information about learners who present SEN has been shared with teaching staff parents and learners.
- Teachers value and refer to assessment information and IEPs to inform their planning.
- Staff feedback, departmental review.
- Improved learner attainment recorded through the college data collection processes using teacher assessment of National Curriculum APP, SATs, GCSE, BTEC NVQ levels; improved standardised skills in reading and spelling, reduced incidents of SEN recorded on the college SEN profile.
- Learners feel confident to refer themselves to the department for support and advice.
- Learners are well rehearsed in the efficient use of access strategies to support their achievement at public examinations.

Information sharing

WHOLE COLLEGE

The SENCO will be supported by administrative assistants to maintain the college Additional Needs Profile maintained through SIMS and which includes information about those learners who are identified as experiencing SEN.

PARENTS

Parents are contacted directly by the SENCO or Learning Manager. They and their children are asked to:

- attend initial meetings to help identify and remove barriers to learning;
- contribute to IEPs, transitional reviews and Annual Reviews;
- discuss ways in which they may support at home;
- visit the college to discuss the findings of any specialist or external assessments.

Where parents find it difficult to visit the college, the nominated key worker and or SENCO will endeavour to arrange an alternative meeting or establish other ways of information sharing.

STUDENTS

Learners are invited to and supported by their nominated key worker to prepare their contribution to all the meetings identified above.

In addition to this, they are expected to contribute and will be encouraged and supported to take some responsibility for their own learning process. This starts with the compilation of their pen portrait in which they are encouraged to consider their own learning strengths and needs. Learners are expected to contribute to the target setting and review processes. Learners are encouraged to keep a copy of their IEP in their class planners

We endeavour to respond immediately to learners who may be feeling anxious about their progress; they may refer themselves to the Additional Needs department. A summary of this policy document has been prepared to support awareness of this as a support facility available to all.

TEACHING STAFF

Information about individual learning differences and needs is collated and currently we are endeavouring to share this through SIMS. This information can be retrieved by teaching staff from the school SEN profile and used to assist subject staff to support Quality First Teaching and learning opportunities for individual learners in their classrooms

Teachers are invited to contribute to the assessment process, are involved in developing a profile of individual strengths, difficulties and needs and a summary of this will be prepared and made available to staff through SIMS

IEPs are viewed as being “working documents” and as such are also shared through SIMS with identified staff also being given hard copies for annotation.

In addition to advice about specific individual learners, more general suggestions about useful support strategies which can be implemented in the classroom to support types of learning differences have been made available on the college’s “Shared Area”. This includes: general learning difficulties, communication and language

difficulties, specific learning difficulties, (dyslexia, dyspraxia and speech and language) sensory difficulties and social emotional and behavioural difficulties.

Daily “pop-ups” offering hints and tips on managing particular difficulties appear on the college intranet when staff open their emails. For the year 2010-2011, this advice will focus on dyslexia, communication and behavioural difficulties.

In January 2010, teaching staff were introduced to “Communicate In Print” as a resource to support teaching and learning and to support inclusive practice by encouraging visualisation as a tool to support learning.

The SENCO is available for discussion with teaching staff after school on Wednesdays and a series of seminars and workshops has been arranged.

Monitoring Pupil Progress

Teachers may conclude that the strategies they are currently using are not resulting in effective learning. In these circumstances, they may consult the Additional Needs Team to consider what else might be done. The starting point will always be a review of the strategies being used which are successful and the way in which these might be developed. Evaluation may lead to the conclusion that the pupil requires provision which is “*additional to and different from*” that normally available within the particular class or subject. Consideration will then be given to helping the learner through *School Action*. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate Progress can be defined in a number of ways. It is usually progress which:

- closes the attainment gap between the learner and his/ her peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline;
- matches or betters the pupil’s previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in behavior;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training and/or employment.

We will also provide intervention programmes for learners who may or may not be experiencing special educational needs and who appear to be working below the expected levels of attainment for their age group.

Catch Up Intervention Programmes

In the event of a learner working at two national curriculum sub- levels below the expected average level for their age group, we will provide targeted small group intervention. This work will focus on specific skill areas, be delivered regularly throughout the week for short timed sessions over a 10 to 12 week period, reviewed and if appropriate extended for a maximum of a further 10 weeks. The programmes will be delivered either before or after the school day or during withdrawal from a subject area other than English, Maths or Science. The focus for

intervention will normally be literacy, numeracy, study or social skills. It is important to note that whilst some learners with SEN may be included in these intervention programmes not all learners following them will actually be experiencing special educational needs; these programmes are a part of the whole school curriculum rather than being provision which is *additional to or different from*

Information about these programmes and the learners who are supported through them is held on the college *Provision Map* held on the college shared area.

Special Educational Needs (SEN Support)

Provision for learners with special educational needs is a matter for the college as a whole. In addition to the governing body, the college's head teacher, SENCO and learning support team, all other members of staff have responsibility for providing for Additional Needs at *Earl Mortimer College*, we believe that all teachers are teachers of learners with special educational needs.

A Graduated response to removing barriers to achievement.

In line with the code of practice and the waves of provision model, Earl Mortimer College adopts a graduated response to meeting special educational needs. This requires the initial use of classroom and school resources before bringing specialist expertise to advise on the difficulties that a learner is experiencing.

When a learner is identified as having special educational needs, the college will intervene as described below using the Code of practice *School Action* and *School Action Plus*. Such interventions are a means of helping schools and parents match special educational provision to individual learner needs. We will record the steps taken to meet needs.

Identification, Assessment and Provision

There is a well established key stage 2 to key stage 3 transfer programme in place at the college. There will always be some learners who come to year 7 with needs that have already been identified and with an existing history requiring special educational needs provision. These needs will be discussed at the special needs review meeting with the feeder primary school during the final term of year 6 and a *transition plan* will be put in place. In this way we begin the assessment and learning cycle that support SEN before the learner starts in year 7 at the college. This means that year 7 teachers are aware of learner's special needs, an additional programme is prepared in the final term of year 6 and reviewed in the second half of the autumn term of year 7. The Year 7 Learning Manager, SENCO, literacy and numeracy coordinators, departmental and pastoral colleagues will use information from the primary school to provide an appropriate curriculum and focus attention on action to support the learner in the college.

For many learners, special educational needs are identified in the course of a key stage, usually as a result of expressions of concern by parents or teaching staff. Through the college's personalised learning approaches, subject teachers track learner progress using ongoing and discreet assessment tasks and review progress regularly. These reviews identify those learners who do not seem to be "on track" to attain within the bands of expected levels for their year group. Subject teachers will

discuss the progress and needs of these learners with the Learning Manager for that year group and decide what extra steps might be taken to accelerate progress.

Implementing Direct Support

When supporting learners who have learning difficulties we will ensure that:

- Ongoing observation and assessment provides feedback about an individual learner's achievements and is used to inform future planning for learning.
- There are opportunities for learners to show what they know, understand and can do.
- Learners are involved in planning and agreeing targets to meet their needs.
- Parents are encouraged to become involved in developing a joint learning approach at home and in college.

Early Identification

We interpret Early Identification as being a process to maximize opportunities to achieve potential by minimizing the risk of lowered expectation through provision of a relevant curriculum.

Assessment is a continuing process that can identify learners who may have special educational needs. Using the OFSTED Inclusion indicator, where a learner's attainment falls at or below a standardised score of 80 or two sub-levels below the low average expectations for his/her year group, or where a learner does not appear to be making adequate progress* against previous attainment, we will consider that the learner is experiencing *learning difficulties*. We will then make provision to overcome and circumvent those difficulties so that he/she may enjoy and achieve at and contribute to college life. We will measure *adequate progress* by referring to:

- evidence from teacher observation and assessment;
- learner performance against level descriptors within the National Curriculum;
- learner progress against the objectives specified in the National Literacy and Numeracy frameworks;
- standardised assessment activities.

School Action

When a learner is identified as having special educational needs, the college will provide interventions that are *additional to or different from* those provided as part of the *usual differentiated curriculum*. This intervention will be described as *School Action*. The triggers for intervention through *School Action* could be concern, *underpinned by evidence*, about a learner who, despite receiving differentiated learning opportunities through Quality First Teaching and Learning opportunities and the waves of provision (literacy, numeracy, social and communication skills):

- makes little or no progress, even when teaching approaches are targeted, particularly in an identified area of weakness;
- shows signs of difficulty in developing literacy, mathematics skills or independent learning skills that result in poor attainment in some curriculum areas;

- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In pursuit of the principles of early intervention, we will respond where appropriate to support learners who may not have had the opportunity to benefit from the existing provision at waves 2 or 3.

The SENCO will support the assessment of the learner. Assessment will characteristically take a solution-focused approach and include the learner and his/her family as a part of identifying planning for future learning and intervention. The learner's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme.

Nature of intervention

The SENCO will advise subject teachers about the action needed to help the learner to progress in the light of the SEN assessment. Proforma for contributing to and sharing the outcomes of this assessment is made available to all staff through the college intranet and hard copies; information is available to all teaching staff.

At School Action, support might be:

- to provide different learning materials or special equipment,
- to introduce some group or individual support,
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness,
- to undertake staff development and training aimed at introducing more effective strategies,
- access to LA support services for one-off occasional advice on strategies or equipment or for staff training which may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies,
- in class support from a TA or SENCO to assist the implementation of support strategies as advised on the shared area and other strategies advised by the SENCO,
- time bounded in class or withdrawal support to focus on a specific skill area.

School Action Plus

Where there continues to be no evidence of Adequate Progress despite intervention at School Action having been implemented, the SENCO may in consultation with parents seek to make further enhanced SEN provision.

School Action Plus is characterized by the involvement of external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services will follow a decision taken by the SENCO and Learning

Manger, in consultation with parents. At *School Action Plus* external support services may work with the learner, so that they can advise subject and pastoral staff on new targets and strategies. They may provide more specialist assessments to can inform planning and measurement of progress, advise about specialist strategies or materials, and in some cases provide support for particular activities. *Learners supported at School Action Plus should continue to receive the support implemented at School Action.*

The triggers for *School Action Plus* could be that, despite receiving support at *School Action*, the learner:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels or sub levels substantially below that expected of pupils of a similar age,
- continues to have difficulty in developing literacy and mathematics skills,
- has emotional or behavioural difficulties which, despite having an individualised behaviour management programme, substantially and regularly interfere with their own learning or that of the class group,
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits providing direct intervention to the learner or advice to teaching staff, by a specialist service,
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

There may be occasions where the level of need is such that intervention at *School Action Plus* without having previously been supported at *School Action* is required. The graduated response and early intervention approaches should ensure that these incidents are rare.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in direct teaching. The resulting IEP will set out new strategies for supporting learner progress with the strategies specified in the IEP implemented, at least in part, in the classroom setting. Delivery of the IEP will remain the responsibility of subject teachers. If the SENCO and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the learner's parents will be sought.

Individual Education Plans

Strategies employed to enable learners to progress that are *additional to or different from the differentiated curriculum provision* will be recorded within an Individual Education Plan (IEP) or a Group Education Plan which will include:

- short-term targets set for or by the learner
- teaching strategies to be used
- provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

There will normally be three or four individual targets which focus on individual needs. An IEP will not normally refer to learning targets addressed through wave 2 and 3 provision. IEPs will be reviewed at least twice a year. The learner, parents and

teaching staff will be invited to contribute to the review process and to setting new short, measurable achievable and timed targets.

Banded Funding

In April 2009, the Local Authority delegated funding for levels 1 and 2 to all schools. This funding had been used to support learners whose standardized scores generally fell at 70 or below and who represent about 2% of the school population. The college will continue to target this resource to meet the needs of these learners. Where need manifests at a level which cannot reasonably be met within the constraints of this funding and where presented difficulties match the LA's criteria for further support, the SENCO will initiate the process of requesting additional funds at Banded Funding 3 or 4. Evidence of support normally associated with provision at banded funding level 2 and evidence of involvement of the college's Educational Psychologist must be provided. Monitoring and review processes will be co-ordinated by the SENCO.

School request for statutory assessment

For a few learners (less than 2% of the school age population) support through *School Action Plus* may not be sufficient to enable adequate progress. It will then be necessary for the college, in consultation with parents and any external agencies involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made the learner will have demonstrated significant cause for concern. The SENCO will be required to provide written evidence to the LA detailing:

- provision through *School Action* and *School Action Plus*,
- reviewed and present individual education plans,
- records of regular reviews and their outcomes,
- the learner's health including any medical history where relevant,
- National Curriculum levels attainments in literacy and mathematics, educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist,
- views of the parents and learner,
- involvement of other professionals,
- any involvement by the social services or education welfare service,
- any other information requested by the LA to assist in the statutory assessment process.

Statutory Assessment of Special Educational Needs

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment. Statutory assessment involves consideration by the LA, working co-operatively with parents, the SENCO and other agencies, as to whether such an assessment of the special educational needs is necessary.

A learner can be brought to the LA's attention as possibly requiring an assessment through a request by the college, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests that the learner has not responded to relevant and purposeful measures taken by the college and external specialists, and the level of needs call for special educational provision which cannot reasonably

be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the learner's special educational needs.

The LA may decide that the degree of difficulty and the nature of provision necessary to meet needs requires special educational provision through a *statement of special educational needs*.

The statement will detail and record address and date of birth, details of all of the learner's special needs, identify special educational provision necessary to meet that need, and identify the type and name of the school where the provision is to be made. It will include information to identify relevant and appropriate educational provision.

All learners with statements of special educational needs will have short-term targets set that have been established after consultation with themselves, and their parents. These targets will be set out in an IEP *and be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of subject teachers.*

Annual Review of a statement of special educational needs

All statements will be reviewed at least annually with the parents. The learner, the LA and the school will consider whether any amendments need to be made to the description of the learner's needs or to the special educational provision specified in the statement. The Annual Review will focus on what the learner has achieved as well as on difficulties that need to be resolved. The Annual Review held in year 9 will be particularly significant in preparing for transition to employment, further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the statement and draw up the Transition Plan. We are required to involve the Connexions Service in these reviews.

Roles and Responsibilities of The Additional needs Team and The Learners Whom They Support

It is the responsibility of all members of the school community to fulfil their commitment to the support of learners with special educational needs and ensure that they receive their full entitlement to a relevant education.

Learners

Learners with SEN are encouraged to share responsibility for helping them to fulfil their potential and manage, overcome and circumvent their difficulties. They should try to make full use of support available and work with their parents, the school and outside agencies to achieve this. They should feel able to speak to a range of adults in college to ensure their needs are met.

Parents

Parents are asked to contribute to and support strategies put in place to manage their child's difficulties and to attend review and planning meetings. Where parents are

closely and positively involved in managing their child's additional needs it is more likely that the support strategies will be successful.

Classroom Teaching Staff

Teaching staff are expected to use the information available from the Additional Needs Department, their own observations and experience to be aware of the special educational needs of those pupils they teach. They are expected to:

- implement the advice regarding reasonable adjustments made available to them by the SENCO,
- implement teaching and learning strategies to meet needs, following any guidance presented through in Pen Portraits, Individual Education Plans / Group Education Plans (IEPs / GEPs), Personal Education Plans, (PEPs), Personal Support Plans, (PSPs), and identified in the information relating to Reasonable Adjustments as recorded on the "shared area",
- contribute to reviews when requested,
- respond to needs through adapting teaching styles and lesson content,
- liaise with parents and colleagues as necessary,
- ensure pupil views are considered,
- know and follow the referral processes to raise concerns or contribute information about individual learners.

Learning support Assistants / Learning Mentors

are expected to:

- contribute to the strategies put in place to meet learners' additional needs and support them under the direction of the SENCO and teaching staff;
- make a positive contribution to supporting the learner's view of support;
- contribute to reviews as appropriate;
- make contact with parents to feed back on progress as directed by the SENCO;
- give regular feedback to subject teachers and Learning Managers and share information at regular LSA or other staff meetings;
- support the work of the subjects and or year groups in which they work by offering advice and providing support for the learning and assessment processes;
- contribute to assessment and identification of individual learner need;
- prepare resources for, deliver and monitor intervention programmes at waves 2 and 3 as identified by the SENCO and core subject leaders;
- support the provision of Quality First Teaching.

SENCO

The SENCO is responsible for ensuring that opportunities are created to enable the special needs of learners to be met. In order to support this policy aims, she will:

- ensure distribution of Annual Review documentation, PEPS, Care Plans and IEPs;
- carry out individual assessment of learners who may be experiencing SEN;
- ensure that relevant information about learners with additional needs including advice about implementing relevant support strategies;
- support continuity at times of transition;
- co-ordinate the deployment available resources effectively;

- review learner progress and celebrate success; share with parents information about their child's progress;
- liaise with and oversee the work of outside agencies co-ordinate the actions to be taken by the college and outside agencies;
- maintain and update departmental policy in regard to managing special educational needs;
- analyse available data to monitor and evaluate the progress made by learners with special educational needs;
- ensure that reviews of learner progress are arranged and carried out in accordance with statutory requirements;
- regularly meet the special educational needs governor to ensure he is aware of Additional Needs Development issues within the college;
- develop interventions to meet learners' additional needs;
- monitor and evaluate the effectiveness of provision;
- oversee the deployment and work, continuing professional development and appraisal of the Additional Needs LSAs;
- ensure that special educational needs reviews are arranged and carried out in accordance with statutory requirements;
- support the continuing professional development of college staff in the areas of additional needs / personalised learning within the remit of enhancing teaching and learning at Earl Mortimer College;
- prepare, update and review Provision Maps which indicate the support being provided by the college to meet learners with additional educational needs.

Head Teacher / Leadership Group

The Leadership Group link for the Learning Support Department meets regularly with the SENCO to ensure that the statutory duties with regard to managing special educational needs are discharged effectively. This information is regularly communicated to the Head Teacher along with any issues or concerns. The Head Teacher is responsible for ensuring that the funding received to manage learner special educational needs is used effectively. The duty of effectively managing special educational needs on a day to day basis is delegated to the SENCO. The SENCO attends senior leadership meetings when required to do so.

Governors

The governing body is responsible for ensuring that the college discharges its statutory duties towards learners with SEN appropriately. The SEN Governor has responsibility for meeting with the SENCO regularly to ensure that she is aware of the day to day issues. The SENCO will report to the relevant committees and full governors' meetings to update on relevant issues such as learner progress and ratify SEN policies as appropriate.

Outside / Support Agencies

Earl Mortimer College enjoys and benefits from excellent working relationships with SEN support agencies. Following discussion with individual learners, their parents and relevant Learning Managers, the SENCO makes referrals for advice and support for individual learners to the relevant agencies.

Representatives from agencies including advisory teachers, education welfare service and educational psychologists service provide whole school advice to support capacity building as well as individual need.

Learning Support Service teachers support assessment for access arrangements for examinations.

Outside agencies supporting the school in managing learners' special educational needs work closely with the SENCO and other staff to ensure that a range of support strategies is effectively in place and is regularly monitored and evaluated with parental and learner involvement.

The Local Authority

The LA is expected to support the school in managing learners' special educational needs and it provides financial and other support to the school to do this. In doing so, the LA:

- supports the Learning Support Department in drawing up its SEF;
- asks the school to account for its spending on SEN to ensure that needs are met cost effectively;
- provides training and professional support to SEN staff on local and national strategies for managing SEN.

Monitoring the Effectiveness of the Policy

This is the responsibility of the SENCO who will formally report on the policy's effectiveness to the senior leadership team on an annual basis. The information will be based on reports from LSAs and teaching staff regarding the effectiveness of provision in ensuring that all pupils with SEN are able to access a broad balanced relevant curriculum and all strands of the Every Child Matters framework.

Related Policies

Behaviour for learning
Behaviour and Attendance
English as an Additional Language
Accessibility
Gifted and Talented

References:

Special Educational Needs Code of Practice. DfES 581/2001 November 2001 available from DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ 0845 60 222 60

Jean Gross: "Beating Bureaucracy in Special Educational Needs"; Routledge; 2008

Additional Needs Support Policy: Special Educational Needs

SUMMARY

The Additional Needs Department at Earl Mortimer College tries to follow the Code of Practice, the Personalised Learning Programme and “Every Child Matters”. The department is led by the SENCO. The SENCO and the Learning Support Assistants try to help all our students to do their best and to enjoy school so that all students feel safe to join in, to learn and to achieve.

To do this, we will need to talk to students and their families and teachers and anyone else who might help to find out what they like and are good at in school, what they do not like and find difficult, and to agree what we can try to do to make learning and being at the college a positive experience. We have found that the best way to do this is to talk to and work with students, to talk to teachers and parents or carers and to share what we find out about with teachers and every one else who can help.

Things we do to help are:

- Talk to teachers about students who they are teaching;
- Tell teachers ways that can help students to learn;
- Work with students to find out what they are good at, what they find difficult and what they need to learn next and the best way to learn;
- Help teachers to make resources or give them resources to help learning;
- Work in small groups in or out of the classroom;
- Ask another person from outside of the college to come and work with students if we need to get more ideas for helping them to learn or get on with other students and teachers.

Things that students can do to help us are:

- Talk to us if they are worried or unhappy about their learning;
- Talk to us about what helps them to learn and what makes them happy in college;
- Help us to decide what targets to set, what teachers and learners could do to help, and how we will know when the targets have been achieved;
- Come to college every day;
- Remember to do what they agreed to do including homework;
- Understand that sometimes we will need to work with them outside of normal lessons to do catch up work or extra lessons to help them to cope with their difficulties.

We will work with students who are having difficulties and after about 12 weeks, we will check to see whether or not things are getting better and make changes if we need to. We do not expect to work with very many students for more than one or two terms because we hope that they will learn to enjoy and achieve without our special

help. From time to time, we will ask their teachers and them how they are getting on and help them again if we and the students and their families think we need to.