SIR WILLIAM STANIER COMMUNITY SCHOOL

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SEN and Inclusion Policy

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SEN and inclusion Policy

Introduction:

Under the Education SEN regulations 1999 and the SEN code of practice 2001 Governors of all maintained schools must make provision for pupils who are defined as having Special needs. They will also publish information about their SEN policy in the Governing Body's Annual Report. They should describe the principles on allocating resources among SEN pupils, and should be accessible to the whole school community.

Headteachers should ensure that pupils with SEN engage in all regular activities of the school, so far as is reasonably possible and is compatible with:

- The pupil receiving the special educational provision which his learning difficulty calls for
- The provision of efficient education for the pupils with whom he or she will be educated
- The efficient use of resources.

In meeting this responsibility, the school will have regard to the SEN Code of Practice.

Rationale:

The current provision for SEN at Sir William Stanier Community School will embrace a range of opportunities for the needs of a diverse population of pupils. The provision supports pupils both from the local catchment area and from further a field. The objective of the SEN provision is to enable all of our children to achieve the maximum of their individual potential. The governing body of the school has a designated SEN Governor who is supportive of the department.

Procedures and Processes:

1. **The named person line managing SEN across the school will be AHT Pupil Support (SENCO). Her immediate subordinates manage the day to day arrangements for the pupils and support staff (IRC manager, SEN teacher, EAL coordinator)**

2. **The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school fall into the following categories.**
    - **SEN (reading, spelling and handwriting intervention)**
    - **EAL**
    - **IRC (pupils at risk of exclusion, vulnerable pupils, hard to place pupils)**
    - **Learning Mentors (pupils who are experiencing social and emotional difficulties)**

3. **Admission arrangements for pupils with SEN who do not have a statement do not differ from the arrangements for other pupils.**

Transition for pupils from year 6 to year 7 is well established. The SENCO (AHT Pupil Support) is part of the transition team who liaise with the feeder primary schools. She will attend all year 6 annual reviews for pupils transferring to SWS. Where invited by feeder primaries the SENCo and TA with responsibility for transition will attend action for inclusion meetings for vulnerable pupils.

All other pupils are inducted via the Director of Transition who alerts the SENCO if there are any grounds for concern. In addition all year 7 pupils are screened for reading ages in the first term of year 7. Special provision is made for low attainers (currently below 8 yrs) and they are included on the schools SEN register at SA when in receipt of intervention.

- **The school has provision for the individual/small group withdrawal of pupils who are in need of extra provision in literacy. A specialist teacher, or TA works with these young people.**

- **EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)**

There are a range of pupils who have recently migrated to the Crewe area with predominance of Polish, Slovak and Czech children (currently approx 10% of school population). Induction for these children is currently supported by our EAL Co-ordinator. Individual discrete tuition is arranged with in class support to ease their induction, where appropriate.

At SWS an IEP will be created for all pupils at SA+ and with a Statement of special educational need. IEP's are reviewed termly and shared with parents. IEP's are attached to pupil records on SIMS for ease. For children in care the PEP replaces the IEP. SWS place all CIC on the SEN register at SA+ to reflect their level of social and emotional need. All CIC have a designated learning mentor.

4. **Facilities for those who are disabled are catered for with lifts and wide doorways. Each faculty has adapted resources for pupils with physical disabilities.**

5. **Academic access is equal to all students in accordance with the school's equal opportunities policy and in line with the DFES guidelines.**

6. **Staff responsibilities**

    - **All staff co-operate with and facilitate the current withdrawal, 1: 1 and catch-up programmes for pupils**
    - **All departments have adopted the school's lesson structure and recognise the SEN pupils in their groups, each department has a SEN representative.**
    - **The majority of SEN pupils show engagement, application, and concentration and are productive which can be seen through lesson observations and is encouraged by the application of the school systems of rewards and sanctions. The code of conduct applies equally to SEN and non SEN pupils, although reasonable adjustments are made for pupils with a disability.**

- **Some SEN pupils gradually develop skills and capacity to work independently and collaboratively through the application of praise and rewards. Some pupils rely on ongoing support**
- **SEN pupils achieve and make adequate progress in the majority of areas as can been noted through the number of GCSE's attained. However, there is always room for improvement in this area which both pupils and SEN staff are encouraged to recognise SEN pupils acquire new knowledge skills, develop ideas, and increase understanding in many areas by making use of the support staff in the classroom and by the use of modified materials whilst following schemes of work with peer parity.**
- **All staff endeavour to interest, motivate, encourage and engage all pupils including SEN pupils in learning.**
- **All staff endeavour to use homework effectively with SEN pupils to reinforce and extend their learning. This is supported by TA led homework club twice per week.**
- **Staff receive annual training and information regarding SEN pupils. This also focuses on classroom strategies to promote the learning and progress of SEN learners.**
- **All staff receive IEP's at the start of the each new term staff share clear learning objectives with all pupils, including SEN, by setting a lesson aim at the start of each session and displaying this on their objectives board.**

7 Assessment

- **Staff assess SEN pupil work in tandem with all assessments which take place each term and their outcomes are held by the assessment manager.**
- **Staff use a variety of rewards, in line with school policy to ensure pupils understand what they are doing well and how they can improve.**
- **The annual review process is used to liaise with colleagues about pupil's progress and to discuss with both parents and pupils how they can contribute to progress over the coming year all statemented pupils are involved in their AR with parents or carers.**

8 SEN students are identified primarily at the transition stage of schooling. Close links exist between Sir William Stanier Community School and the feeder primary schools.

9 SWS follow the CAF procedure to support early identification of pupils in need. CAF facilitates the working together of multi agencies in a preventative way, moving away from reactive interventions when children's needs are more severe. Key staff in school are trained to be lead professionals, to ensure that the CAF process is managed and led effectively. Designated admin is available for the CAF process.

10 The school policy is for all pupils to have full entitlement to the national curriculum in its broadest context. All students access all the opportunities available in the school. There is additional support for those who need it and as such are identified as having additional needs. Academic access is equal to all at their own ability level which ensures SEN pupils are treated no less favourably than any other pupil.

11 How pupils with SEN engage in school activities.

- **Pupils with SEN have access to homework and study clubs on a parity with their peers during lunchtime and after school**
- **SEN pupils are fully included in the life of the school.**
- **Pupils have equal access to all extra curricular clubs and many participate in them, including playing sport for school teams**

12 How the governing Body evaluate the success of the department.

- **The department has a link governor who attends the governor's meetings. He is also supported by the assistant headteacher who attends upon request to ensure quality assurance and delivery of provision for those pupils entitled to support.**

13 Complaints.

- **The complaints procedure is in accordance with the guidelines set out in the school plan. Home school liaison is critical in the procedure and all communication is through the heads secretary. To ensure that there is as much liaison as possible a high level of contact is offered.**
- **The SENCO attends the induction Intake Evening and all parent consultation sessions so that she is a familiar person and freely accessible to parents/carers**
- **The SENCO offers to attend all year 5 and 6 Annual reviews for pupils who may attend SWS. Parent/carers and pupils have the opportunity to meet a named person before the intake and the parent/carers are invited to visit the school, by arrangement, with their child prior to induction week if they so wish.**
- **The SEN team attend open evenings with activites for pupils to do under the supervision of the team.**
- **All parents/carers receive the standard school reports and assessments, invitations to teacher consultations and also the additional IEP reviews as well as Annual review information as appropriate.**
- **Parents/carers who are known to have difficulty reading reports are contacted by telephone to be offered assistance**
- **Simple communication is now available in alternative languages for our non English speaking parents.**

- **Parental comments and or enquiries are always acted on and a response made promptly.**
- **Every effort is made to provide parental satisfaction and where this is in doubt the parent is offered the opportunity to explore the issue further with the AHT pupil support, or other appropriate member of the SLT**
- **Parent Partnership support is available to all SEN parents when they visit the school for meetings with the SENCO when requested in advance**
- **Parents/ Carers who find it difficult to attend meetings in the school day are invited to nominate an alternative time of their choice.**

14 Staffing for SEN provision.

Assistant Head (SENCO)
Administrative support
IRC Manager
SEN teacher
EAL Coordinator
TA (transition)
TA (dyslexia screening)
TA (autistic spectrum conditions)
TA (speech and language)
TA (KS4 Alan testing)
Teaching Assistants (classroom based)

Monitoring of this Policy:

Member of staff responsible for this Policy SENCo

Approved by the Governing Body ……..

Next Review by the Governing Body ……..