

# **Highbury Grove School Special Educational Needs Policy**

## **September 2015**

Review Date: July 2016

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**NB: Large extracts of the SEN Policy are taken from the Inclusion Handbook and additional information is included regarding government change and the SEN Reform.**

## **Understanding Inclusion**

Inclusive education is an ongoing process concerned with ensuring equality of educational opportunity by accounting for and addressing the diversity present in our school. It is a process through which all students access common opportunities in ways relevant to their needs. Inclusion is not solely the responsibility of Support staff. It requires the commitment of all stakeholders that make up the school community

Highbury Grove School wishes to have all students educated in mainstream regardless of their learning difficulties and / or disabilities (LDD) also having regard for parents' wishes. Policies and guidance adopted at Highbury Grove School and the Local Borough, support the SEN Code of Practice (COP) which stipulates that the five fundamental principles that support inclusive education are:

1. A child with special educational needs should have his or her needs met
2. The special educational needs of children will normally be met in mainstream schools or settings
3. The views of the child should be sought and taken into account
4. Parents/Carers have a vital role to play in supporting their child's education.
5. Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the (Early Years Foundation Stage) and the National Curriculum.

The Special Educational Needs department (SEN) is part of an Inclusion faculty at Highbury Grove School and all departments in the faculty work closely together on a daily basis.

## **SEN Staff:**

### **Kerri McDonnell (SENCO)**

Paulette Anthony (HLTA)  
Debbie Davis (TA)  
GeorgeKutty Vadakel  
Hind Kunwar  
Surina Vazquez-Alvarez (TA)

### **Raul Rodriguez (Literacy Coordinator)**

Habiba Ahmed (TA)

In addition, the EMA department work across EAL and SEN to support students with additional needs.

## **Roles and Responsibilities**

### **The Role of the Headteacher**

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team and Senior Staff responsible for SEN / Inclusion
- Ensuring parents are made aware of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### **The role of the SENCO**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- To work together with the head of Inclusion to manage the provision of SEN
- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

### **The role of the subject teacher**

Departmental involvement is a key to successful inclusion of students with Special Educational Needs and disabilities. Each department is asked to nominate an SEN Links Rep to liaise with the SEN/Learning Support Team.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect necessary information on the pupil
- In collaboration with the SENCO, assist in the review of IEP targets for SEN pupils and provide up-dated information to contribute to Annual Reviews.
- Working with SEN pupils on a daily basis to deliver IEP targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the implementation of the school's SEN policy

## **The role of all staff in school**

**Teaching SEN pupils is a whole-school responsibility.** The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEN, the school will intervene through **School Action** and **School Action Plus** as described below.

## **The SEN aims of the school**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- To ensure that SEN pupils achieve to their full potential whilst at Highbury Grove School.
- To enable these pupils to enjoy their learning through a positive, safe environment
- To support SEN pupils in making a positive contribution towards their school community, whilst preparing them to do so also in later life
- To ensure that these pupils are enabled to understand the world of work and how they can achieve within it, once they have left school – done through partnership with their parents/carers successfully

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

The Special Educational Needs Department with the support of external agencies such as the Educational Psychologist, Clinical Psychologist / Psychiatrist, Children & Adolescent Mental Health Services, (CAMHS), Speech & Language Team and the NHS is responsible for the assessment of students with special educational needs and learning difficulties / disabilities (SEN/LDD), and implementing interventions and strategies to accommodate for provision of meeting the needs of those students on the SEN register to enable them access to mainstream education across all key stages. This provision can also include additional and different support outside of the classroom (to what would be received in the classroom) provided by teaching assistants and / or the SENCo as well as external agencies.

## **The SEN Code of Practice**

*The 1996 Act provides for the publication of a key document – the Code of Practice on Special Educational Needs - to which LAs, schools and indeed all those involved with children with SEN must have regard.*

Informing the code are the fundamental principles that children with SEN/LDD should have their needs met, ordinarily in a mainstream school (or early years settings), and that the curriculum offered should be broad, balanced and relevant. Furthermore it recognizes that parents play a vital role in supporting their child's education and that the views of the child should be sought and taken into account.

### **Critical success factors include requirements that:**

- agencies, schools and LAs work together to ensure early identification of SEN, and best practice
- professionals and parents work in partnership
- there is co-operation between agencies
- resources are managed and deployed to ensure a child's needs are met
- provision is regularly monitored and reviewed with assessments made in accordance with the prescribed time limits
- Statements are clear, detailed and reviewed annually.

The code outlines the responsibilities of LAs including the requirements for them to identify, assess and provide for children with SEN and to secure training, advice and support for staff providing SEN.

Highbury Grove School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

### **Special Educational Needs (SEN) – New Code of Practice (2014)**

Highbury Grove School fully implements the statutory roles and responsibilities set out in the new SEN Code of Practice (2014) to ensure that pupils with Special Educational Needs make progress and succeed in their education. There is a process of review for all students with current Statements of Special Educational Needs in accordance with the review process currently undertaken by Islington Local Education Authority.

Highbury Grove School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We embrace all aspects of the Every Child Matters Agenda and work in close partnership with parents/carers to achieve and deliver the outcomes.

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

## **Admission Arrangements**

Highbury Grove is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **Identification, Assessment and Review**

### **Categories of Special Educational Needs (SEN)**

The Code of Practice does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The SEN Code of Practice 2014 emphasises a whole-school approach to supporting pupils with special educational needs which is clearly reflected in the school's policy and procedure.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified.

Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

### **How are Students Identified?**

1. Highbury Grove has strong links with Primary schools and detailed information on new Year 7 students are passed on to the Special Educational Needs/Disability Coordinator (SENCo), EMA Coordinator and HOY 7 at a Primary/Secondary Transfer Conference held by the LEA. This enables staff to prepare for the new Year 7 intake and make arrangements to meet their needs. As part of their induction, Year 7 pupils undertake several assessments to establish their current level of ability in literacy, numeracy and cognitive skills. The results of these assessments help to identify where support and interventions may be required. Some students however, may make the transition to secondary school without any identification of their needs being made. It would then be a case of class teachers / staff highlighting any students causing concern to the SENCo, who will then put the child forward for a referral to the relevant external agency having carried out relevant assessments with regards to learning difficulties.
2. As part of the assessment process of students abilities, all year groups undertake the New Group Reading Test (NGRT) which is used to determine reading ages and to track



literacy progress results which is then compared to the national average. These tests enable support staff to evaluate what provision, if any should be implemented to support the needs of students underachieving compared to students of the same age. A reading age below that of 9 years is indicative of the need for additional support for students to enable them to achieve the necessary progress in literacy to comfortably access the mainstream curriculum.

3. Pastoral Support Planning Meetings, (PSPM) take place weekly and work on a rotation of one year group being the focus at each meeting. Students causing concern are highlighted to the Support Department generally through members of staff/ HOYs.
4. HOYs provide a list of students causing concern (within tutor groups and/or in subject lessons). This meeting is attended by the Head of Inclusion, the SENCo the Ethnic Minority Achievement Coordinator, (EMAcO) (, Education Welfare Officer (EWO), Child and **Adolescent Mental Health Services (CAMHS)** and HOY (in weekly rotation). The School Nurse and the School Social Worker (where relevant) are sometimes present at this meeting.

**A Statement of Special Educational Need** will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement. Due to national SEN reform, the current statutory process is under review over the next 1-3 years. By 2018, Statements of Special Educational Needs will not exist. Instead, pupils who require support from education, health and social care, will be supported by an Education, Health and Care Plan (EHCP) to support progress and successful life outcomes until the age of 25. Students with a current Statement of Special Educational Needs (finalised before July 31<sup>st</sup> 2014) will undergo a period of review with the Local Authority and school to determine whether or not an EHCP is needed. If the outcome is that a Plan is not needed, the pupil will continue to be supported in the context of Highbury Grove School and the school will implement a SEN Support Plan to identify where support is needed.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- A Student Profile
- Outcome based and goal-orientated.
- Take into account the expertise and support from Education, Health and Social Care
- Established through parental/pupil consultation
- Set out in an SEN Support Plan
- Implemented in the classroom through Wave 1 intervention

Students with a current Statement of SEN will attend an Annual Review meeting to examine progress made throughout the year and set targets for the following year.

### **Reviews of EHCP**

EHCP's will be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher, through the SENCO, will organise reviews and invite:

- The pupil's parent/carer
- The pupil
- The relevant teachers/TA's

- The Head of Faculty
- The SENCO
- A representative of the LEA if necessary
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets set out in SEN Support Plan/EHCP
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Set new targets for the coming year

For current Year 9 and Year 11 students there will be a process of review in order to determine whether a EHCP is needed. The deadline for this is May 2015. There will still be Annual Reviews conducted this year for all students with a current Statement of Special Educational Needs until the process of review is complete (by 2018).

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

### **Request for Statutory Assessment**

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN Support
- The pupil's SEN Support Plan
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

As there is a new statutory process in accordance with the SEN reform, the previous route for statutory assessment will not apply, although the information needed to support the

request will still be used. The school will be notified with further detail however the initial information from Islington Local Education Authority is that the parent/carer can apply to the LEA.

### **Effective provision for those with disabilities**

Under the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) and the Disability Discrimination Act 2005 schools and LEA's must not treat disabled students less favourably, without justification, and must make reasonable adjustments to ensure they are not disadvantaged compared to their peers. This policy supports the school's more far-reaching one.

As stated in the new SEN Code of Practice (2014), The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
  - They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage (p16, SEN Code of Practice 2014).

### **SEN Support (K) School Action Plus**

In accordance with national guidelines, School Action and School Action Plus no longer exists. They are replaced by a single-coding category of SEN Support (K). Students who fall under this category will be supported through effective Wave 1 intervention in the mainstream classroom, but for other students, they may require additional support either from support staff or through the advice of external agencies. Parents/carers will be consulted if their child may require such support and the appropriate arrangements will be made.

The indicators that may suggest if a child is having difficulty over a sustained period of time and therefore may require additional support are:

- They still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Any resulting SEN Support Plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

## **Evaluating Success**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IEP targets
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The School Development Plan/SEN Department Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/carers
- Pupils
- External professionals

## **Complaints Procedures**

The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents and procedures will be shared and followed as outlined.

## **Provision for students with SEN**

### **Nature of Intervention**

The Head of Faculty and SENCO in collaboration with department staff and the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

## **Wave 1**

### **In-class support**

Students are supported in mainstream lessons according to the needs specified on their statement of special educational needs. Students on School Action Plus and School Action are also supported in class to address barriers to learning. INSET is delivered to staff to develop First Quality Teaching (FQT) and effective and inclusive teaching and learning.

In-class support is timetabled at the beginning of the academic year and is staffed by support staff (teachers and TAs). Changes however to the timetable are inevitable due to staff requests.

In class support is based on the needs of students, with priority given to statemented and then school action plus students, as well as students in the Nurture and Support classes.

The support of targeted students in mainstream classes is based upon a Support Agreement drawn up between the subject teacher and the support staff.

The support staff member draws up a contract with the mainstream teacher. This is an agreement of what can be expected from both parties and also lists the students to be targeted. The contract should be reviewed once a term or amended as the need arises. The support staff will keep accurate records of targets and progress that specified students are making. Overall control of behaviour remains the responsibility of the mainstream teacher. Mainstream teachers are expected to plan what they will be doing in advance with the support staff, although it is appreciated that this may just be a brief conversation at the end of a lesson. Mainstream teachers can also ask support staff to prepare differentiated resources for the targeted students (within reason). It is important that class teachers provide access to schemes of work to support staff to enable them to prepare for lessons in advance.

### **Requesting In-Class Support/Intervention**

Where there are cases of students causing concern, subject teachers can request support or an intervention.

### **Requesting assessments**

Where there are cases of students causing concern, subject teachers can request assessments (dyslexia, autism, dyspraxia, exams access arrangements, etc).

### **Requesting Support for School trips**

This should be done in writing and submitted to the Head of Inclusion. The outcome of the request will be determined by the availability of support staff.

### **KS3 Alternative Provision (Nurture Groups/Support groups)**

KS3 students who experience difficulty in mainstream settings are placed in smaller groups where they receive extra support through TA support and/or literacy focused timetables. Students in these groups are particularly vulnerable for a variety of reasons which may include learning, behavioural, medical or social difficulties. The aim is to provide these

students with the skills needed to access the curriculum in a mainstream setting as soon as possible.

Year 7 Nurture groups are based in the Year 7 area. Nurture groups in other Years are based in various locations around the main school.

There is one Nurture group in Year 7, with approximately 12/14 students. Students are selected based on the information from the Local Authority Primary / Secondary Transfer Conference. At the end of Year 7, staff that work closely with this class will discuss which students should move into mainstream for Year 8 and one Year 8 nurture group is formed. At the end of Year 8, staff meets to decide on students who will move into mainstream and the remainder form 9E.

Other information: The Year 7 group spend the majority of their time in a nurture classroom with their main nurture teacher. They may be taught by other teachers in the main building for specialist subjects. In Years 8 and 9 there is more emphasis on having lessons in a mainstream setting. All students in nurture groups have support in the majority of their lessons and follow an adapted national curriculum that takes into account their difficulties.

### **KS4 Alternative Provision**

When students in KS4 experience emotional and social difficulties and cannot cope with mainstream lessons, alternative educational provisions are arranged. This takes two strands: college placements or timetabled 'study support' lessons.

For the study support option, students are usually not referred to this but make a decision at Year 9 when they select their options for KS4. For the college placements, some students are actively encouraged to take this alternative as this gives them an opportunity to achieve academic success in a skills based environment. These arrangements are made in consultation with parents, staff and the Alternative Provision service provider.

## **Wave 2**

Students attend intervention groups throughout the year according to their needs. Types of intervention offered where appropriate are:

- Literacy
- Speech Language and Communication sessions
- Input from Speech and Language Therapy team in Islington
- Input from The Bridge Outreach Service.
- Social Skills
- Anger Management/positive behaviour for learning
- Handwriting groups
- Mentoring sessions
- Numeracy
- Dyslexia intervention

## **Literacy Intervention**

Whole school literacy intervention is run by a Literacy Coordinator and his team. Additional literacy intervention for SEN students run alongside this.

## **New Group Reading Test**

The New Group Reading Test (NGRT) determines reading ages and tracks literacy progress of students across all students in KS3 and KS4. It is an annual test, completed under exam conditions in the school's Main Hall.

Results are analysed against each student's previous results and then compared to the national average of students of a similar year group and age.

These tests enable support staff to evaluate what provision, if any, should be implemented to support the needs of students underachieving compared to students of the same age. A reading age below that of 9 years is indicative of the need for additional support for students to enable them to achieve the necessary progress in literacy to comfortably access the mainstream curriculum.

## **Lexia**

Lexia Reading is an award winning, technology-based system of differentiated learning, embedded assessment and targeted instruction. This online literacy based programme, helps teachers prioritise students who are the most at-risk, and provides them with facilitated, direct skill instruction to address specific skill gaps.

Lexia Reading advances reading proficiency and intensifies and accelerates learning. Students who have achieved a reading age of 9 or below are selected by the Literacy Intervention Coordinator as target students for the academic year. PSP team, Heads of Years, Subject Teachers can make referrals for students causing concern. Referrals should be directed to the Literacy Intervention Coordinator.

When using Lexia, students are automatically placed at the proper level and work independently via browser, desktop client, to develop their foundational reading skills. The programme provides explicit, systematic, adaptive learning on foundational reading skills, scaffolding students as they struggle and advancing them to higher levels as they demonstrate proficiency.

Free school-to-home access allows students to continue their independent work at home.

## **Literacy Withdrawal Lessons**

Groups of students (no more than 6) are withdrawn as required to address difficulties with reading, writing, spelling and comprehension. A number of support staff conduct the delivery of provision for students who are then assessed half-termly to monitor and evaluate any progress that is made.

Students are identified by through a referral system made by staff (Appendix 1) and are often discussed at PSP meetings in order to ensure the correct provision is implemented to meet their needs.

## **Specific Learning Difficulties (SpLD) – Dyslexia**

The school has a specialist dyslexia teacher who coordinates all interventions for student who have been clinically diagnosed as well as those suspected of having SpLD.

Lessons are conducted on a 1:1 basis or in small groups of no more than 6 students. Students can be referred by the Literacy Intervention Coordinator as well as a referral system made by staff (Appendix 1). Students referred are discussed at PSP meetings in order to ensure the correct provision is implemented to meet their needs.

## **Wave 3**

### **External Support Services and Agencies**

External support services play an important part in helping the school identify, assess and make provision for students with special educational needs. Service providers include Child and Adolescence Mental Health Services, Behaviour Outreach Support Service, Speech & Language Therapy Team, Physiotherapist / Occupational Therapist, Disability Outreach Team and Literacy Outreach Support Team. The School also has links with the Metropolitan Police Force as well as other agencies that include the Youth Service as well as other alternative provisions such as the Pupil Referral Unit.

### **Educational Psychologist Input**

Students undergo observations & assessments conducted by the school's Educational Psychologist. This work includes assessing student's cognition and learning difficulties as well any concerns around special educational needs and assessment for exam concessions.

### **SEN Assessments**

The following SEN Assessments are completed throughout the year, beginning at year 9 to provide extra provision or to put intervention strategies in place where relevant:

- Students can undergo assessments for access arrangements for public exams: These may include eligibility for extra time, readers, and amanuenses (scribes). Applications for access arrangements are made through the SENCo who then consults with the Educational Psychologist. From September 2013, any student with a statement of special educational needs will no longer be automatically eligible for 25% extra time in tests / exams unless this condition is already written into their statement. They will now have to be re-assessed by an assessor.
- Assessment for statemented student is completed by the SENCo. If a child has a significant level of need and is not making the progress necessary then, a statutory assessment will be conducted with the relevant agencies and parental involvement in line with the new guidelines relating to the EHCP.

Referrals can only be made by or through the Head of Inclusion and students causing concern are raised at the PSP meetings by the SENCo / support staff & HoYs.

### **Clinical Psychologist Involvement**

We have a Clinical Psychologist who works in school one day a week. This member of staff works with identified students and their families.



## **Speech and Language Therapy Team (Islington)**

The Speech and Language Therapy Team in Islington work in school on a regular basis to assist the SEN department in working with students with Speech Language and Communication Needs (SLCN). The team work in a number of ways to support the school's provision for children with SLCN such as:

- Working with support staff on SLCN intervention lessons/partnership teaching.
- Conducting reassessments of children with SLCN to update information relating to the type of SLCN.
- Advise staff on teaching and learning strategies relating to the inclusion of children with SLCN.
- Have an input in Annual Review meetings for children with SLCN.
- Conducting 1-1/small group Speech and Language therapy sessions.
- Working in partnership with mainstream subject teachers to support work with students with SLCN.

## **Outreach Services**

The department utilises the various outreach services to undertake training, offer additional training to staff and to help support the SEN department in meeting the needs of targeted groups of students.

## **Record Keeping**

Detailed information on students that have special educational needs can be found on the SEN register and on SIMS. The register lists all the students that are identified as requiring special educational provision and states the nature of their needs and learning difficulty as well as intervention / provision previously received at Primary school level.

The Provision Map outlines the interventions that are put in place for each student on the SEN register. This can also be found in the Support Faculty Folder.

Full re-integration into the mainstream school is achieved through educational provision at Wave 1 to Wave 3 intervention. Sensitive differentiation and creative adaptation of the curriculum will be required in order to match what is taught and how it is taught to the student's aptitudes and abilities according to the targets set out in a child's status of special educational needs as well as their IEP targets. This can be done by adopting appropriate teaching methods and resources that are sensitive to the expected pace of learning.

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to meet them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services/CAMHS
- Information from other agencies that support children and families.

## **SEN Support Plans**

**SEN Support Plans** indicate set targets that students should work towards in the mainstream classroom and suggest possible strategies that subject teachers can use. The Support Faculty is working towards introducing a whole school system which will involve departments writing SEN Support Plans targets for targeted students in each core subject lesson.

The SENCo determines which students require an SEN Support Plan. Usually it is students with a significant level of need at SEN Support level.

Subject teachers should check their class lists against the SEN Support Plans on the shared area; identify any students that they may teach and print off any SEN Support Plans for their records. SEN Support Plans should be used to inform lesson planning, incorporating suggested strategies to use towards helping the child meet the targets set in place within the subject lesson.

Teachers can feedback outcomes of suggested strategies and make further suggestions with SEN Support Plan during the review process. Strategies contained on the SEN Support Plan contain:

- Short-term targets
- Specific difficulties
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The SEN Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The SEN Support Plan will be shared with the pupils and the parent/carer.

## **Reviewing SEN Support Plans**

SEN Support Plans will be reviewed twice yearly, one of them coinciding, where possible, with a parents' Evening. Parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

## **Partnerships with and beyond the school**

### **Staff Development and Appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Teaching Assistants requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction, as necessary. The school's INSET needs will be included in the School Development Plan.

## **Links with Other Agencies, Organisations and Support Services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Clinical Psychologists
- Outreach Services such as Families First
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- SEN Support Service (SENS)
- Educational Service for Physical Disability (ESPD)
- Traveller Education
- Occupational Therapists

In addition, important links are in place with the following organisations:

- The Connexions Service
- The LEA
- Specialists Services
- Educational Welfare Officer
- Social Services
- CAMHS

## **Partnership with Parents/carers**

Highbury Grove School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

## **The Voice of the Child**

The Code of Practice includes a chapter on pupil participation.

Schools ...should show sensitivity, honest and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

## **Looked after Children (LAC)**

The school has a designated member of the SLT who oversees that required policy & provision is in place.

Date: September 2015  
Review Date: July 2016