

LONGWILL SCHOOL FOR DEAF CHILDREN

SEN POLICY

September 2013

Main Principles:

- All pupils at Longwill, including those with additional educational needs, are entitled to a relevant and worthwhile education, designed to enable them to participate fully in society.
- Pupils with SEN are entitled to the greatest possible access to the National Curriculum and a broad and balanced education.
- All pupils, including those with SEN, are entitled to a full assessment of their needs, in accordance with the SEN Code of Practice.
- Provision for pupils with SEN will be matched to the nature of the child's special needs.
- Parental involvement is vital. We work in partnership with parents.
- Pupils with SEN, over and above their deafness will have an Individual Educational Plan (IEP) or an Individual Behaviour Plan (IBP).

Objectives of the Policy:

- To enable pupils to access a broad, balanced curriculum appropriate to their individual needs.
- To outline the duties and responsibilities of every member of staff in relation to SEN
- To outline the statutory rights of parents.
- To give information about school procedures.
- To give information about assessment differentiated provision and record keeping.

The Special Educational Needs Co-ordinator (SENCO):

The SENCO (Special Educational Needs Co-ordinator) for our school is Alison Carter.

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- assisting the Headteacher and Governing Body in planning SEN policy and provision
- providing professional guidance to those colleagues supporting pupils with SEN
- helping to identify barriers to learning, within the school context and developing means of overcoming these restrictions
- ensuring there is liaison with parents and other professionals in respect of children with SEN
- contributing to the CPD of the staff
- ensuring that appropriate IEPs or IBPs are in place, that relevant background information about children with SEN is collected, recorded and updated
- liaising with external agencies including health and social services, and voluntary bodies and outreach support.
- All staff are responsible for children with SEN in their class but additional practitioners, assistant learning mentors and teaching assistants (key workers) share this responsibility for a few children within school.
- That policy and practice result in an inclusive school for all members of the school community.
- The SENCO instigates and co-ordinates policy. The policy is evaluated and amended following discussion from all the relevant parties involved.
- Multi-disciplinary/inter agency co-operation ensures provision meets the needs of the children with SEN.

- Links with other schools, special schools, voluntary organisations, health and social service departments and the LA.

The role of the governing body:

The governor with responsibility for SEN is Tony Richards.

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical.
- Ensure resources for SEN are used efficiently and effectively.
- Report to parents on the implementation of the school's policy for pupils with SEN.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN.
- Ensure that parents are notified of the decision of any extra provision being made for their child.
- Governors are involved in developing and monitoring the policy.
- The quality of SEN provision is continually monitored, evaluated and reviewed.
- SEN provision is an integral part of the School Development Plan.

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- Some additional/external funding is obtained from time to time if a particular child requires specialist resources.

Admission Criteria:

The criteria for admission to Longwill are that:

- The child has a diagnosis of profound deafness.
- The child's first or preferred language is BSL.
- The child needs BSL to access the curriculum.
- The child needs to learn English as a second language.
- Any additional needs, such as cerebral palsy, challenging behaviour, Vision impairment or learning difficulties are at the mild end of the spectrum.
- We recognise that these needs may change over time, as the child progresses and through auditory training, Speech and Language programmes and Cochlear Implants, and as the child makes better use of his residual hearing.

Identification and Assessment:

- We are committed to the early identification and intervention of children who may have SEN.
- If further assessment is required we may involve the LA or other agencies such as Deaf CAMHS, to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice.
- **School Action** - If a teacher identifies a child who may have SEN it may be necessary to devise an Individual Education Plan or an Individual Behaviour Plan (IEP/IBP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO, parents/carers and, if necessary, assistant learning mentors and involves them in setting targets and strategies. These are shared with the child and reviewed each half-term/term, or as appropriate.
- Further advice and professional support is sought and implemented as is considered necessary.
- **School Action Plus** - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers.
- The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.
- Identification of any SEN is carried out throughout school by teacher observation, school based tests, monitoring of target setting of pupils, SATS and through close professional dialogue between teachers, assistant, Deaf Adults, and other professional working within school (SLT, Physiotherapy, audiologist...)
- A "**Changing Teacher Form**" is issued by the SENCO each summer for each child with SEN. Teachers complete these forms and then send them to the next teacher. The forms explain current need and provision (a child wears glasses, or has weekly physiotherapy, for example).
- The SENCO has a **liaison meeting** with the Deputy Head teacher / SENCO at Braidwood to ensure that transition between Y6 and Y7 is as smooth as possible (see transition policy) and that receiving school understand the needs of all pupils, especially those with additional SEN. Pupils files are all transferred at this point.
- Records of SEN are kept by class teachers, SENCO and on pupil files in the school office.

Curriculum entitlement:

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/objectives.
- All information gained is used to support planning in order to aid progress.

Inclusion:

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.
- As pupils progress in their spoken English, it may be appropriate for them to spend some time with hearing children. Suitable placements will be sought, but this is dependent of finding a suitable placement/school/club. Funding will be needed to provide 1:1 support for the child.
- Phase groups build up close links with mainstream schools to provide sustained opportunities for deaf and hearing pupils to mix and learn effectively with each other.

Review of Statement of Special Educational Needs:

- All pupils who attend Longwill already have a Statement of Special Educational Needs because of their deafness.
- As part of a statutory process, this is reviewed each year.
- The SENCO co-ordinates this review process.
- If a child is deemed to have additional SEN other than their deafness as, is identified to be at Longwill School Action or Longwill School Action Plus, then the SENCO or member of the SMT will chair the review meeting.
- Teachers will chair the review process for all other reviews.
- Parents and other involved professionals are invited to attend and receive a report on progress before the meeting. Parents and pupils are invited to express their views about their child's progress.

Parental Involvement:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- Information about the school's SEN policy is available in the prospectus.
- Parents are involved in all aspects of assessment of additional SEN.
- Parents are informed about local and national voluntary organisations for Deaf children, by the SSS before they enter school.
- Parents are kept up to date with their child's progress during home visits by home link worker, Families team, Parents Communication Groups, school newsletters which are sent home.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books.
- Children with additional SEN may have interim Reviews if it felt necessary. Parents are always invited.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home. Their views are requested before the meeting. Our Home link worker may attend the review with parents.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.

- Interpreters are provided for parents for whom English is not their first language. (e.g. some parents are from ethnic minorities or deaf).

Pupil participation:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

LA Support Services:

- For children who have additional SEN other than deafness, LA support services may be contacted for advice and assessment. Parents are always informed before support services are involved and are kept up to date on any developments. Parents are given a copy of any reports which arise from LA support.
- We collaborate with support services such as Deaf CAMHS and the Pines Outreach Autism Service.
- We believe that effective action on behalf of children with SENs depends upon close co-operation between the school and other professionals, e.g. the LA, SEN support services, health services, social services, etc.

Links with Health, Social Services and Voluntary Organisations:

- The school has excellent links with the social workers based at The BID in Edgbaston. Any referrals to social workers, which are always made with the parent's permission (in line with Child Protection procedures), are made with parental permission and to the BID in the first instance.
- It is their policy to co-work with other social workers to ensure deaf awareness and good communication through sign language.
- All pupils receive an annual medical with the school doctor, who liaises with our school nurse, based at Victoria. Parents are encouraged to attend.

Evaluation procedures:

- The senior management team/governing body, will on a bi-annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, then the SENCO, the head teacher or the SEN governor. Responses will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Professional development for staff:

- We have a plan for all staff and the SENCO to be involved with further training in line with the priorities identified in the School Development Plan.
- We have regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEN.

Review of Policy:

- The SEN policy is subject to a regular cycle of monitoring evaluation and review.
- The SEN policy should also be read alongside the behaviour, transition and equal opportunities policy as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

Alison Carter

September 2013

