

# NEW FOREST SCHOOL

## New Forest School SEN Policy

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Here at New Forest School we have a wide spectrum of special educational needs which are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment.

The purposes of this policy are to:

- Ensure equal access to all parts of the curriculum for all students.
- Develop flexible learning methods, so that all students enjoy the learning process.
- Encourage students to realise their potential.
- Develop structures to monitor and record progress of students with SEN
- Heighten awareness, amongst teaching colleagues, of available learning support resources.

### **Special Educational Needs – A Definition**

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

Students have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Students may have needs and requirements which may fall into at least one of five areas:-

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical

Difficulties encountered by our students may include:

- Poor basic language skills - low reading and spelling ages.
- Difficulty in understanding oral and/or written information and instructions.
- Slow pace of work.
- Difficulties in completing classwork and homework.
- Discrepancy between classwork and oral work.
- Performance in tests not coherent with classwork.
- Social and emotional difficulties.
- Inability to stay on task.
- Students with sensory impairment.
- Students with physical impairment.

### **Equality**

This policy should be read in conjunction with the New Forest School's Accessibility Plan and Equal Opportunities Policies.

## **Access to the Curriculum**

### **Provision**

The school will assess all students' current levels and educational needs by:

- Educational Psychologist Assessment
- Specific Numeracy and Literacy testing
- Teacher Assessment
- Previous information (Reports, Reviews, Parents Views and other professionals)
- SEN Statement/EHC Plan

The school/SENCO will use all the information to:

- Provide starting points for the development of an appropriate curriculum
- Use the assessment process to identify any specific learning difficulties
- Ensure ongoing observation and assessment
- Provide regular feedback about the students and achievements experiences to form the basis for planning the next steps of the child's learning
- Involve parents/carers in implementing a joint learning approach at home

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects. This will help establish whether the problems they have in the classroom are due to limitations in their command of the language, or arising from special educational needs. If there is still uncertainty, then advice and support will be accessed from an Educational Psychologist.

When a student is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as 'School Action'.

### **School Action**

The triggers for intervention through *School Action* could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics 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.

If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO, with the parent's permission, will contact them.

All students have equal access to the full range of curriculum offered by the school at each Key Stage. All students are encouraged to engage in activities regardless of need. Classes can consist of mixed abilities and are not necessarily in chronological age groups.

We embrace the government policy on inclusion and recognise the requirements of the 2002 Disabilities Act.

We value all our students and staff equally and make the teaching and learning, achievements, attitudes and wellbeing of every student really matter. Our work is designed to reduce barriers to learning and participation and promote tolerance and understanding.

We meet a range of diverse needs, but are well aware that all students are individuals and we are constantly striving to develop our understanding and awareness. We are willing to change and adapt our provision for any student who wishes to be a part of our school. We wish to hear the voice of students with disabilities and allow them to assist us in our planning. Students will be given the opportunity to discuss issues on a half termly basis with the pastoral manager, in student council meetings and with their tutor.

### **Nature of intervention**

The SENCO and the student's subject teachers should decide on the action needed to help the student to progress in the light of their earlier assessment. This 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 support services for advice on strategies, equipment or for staff training

All areas of the support network being utilised to support the student will be recorded on the Individual Learning Plan (ILP). This will include specific interventions from specialist teachers, Speech and Language Therapists (SaLT) and Occupational Therapists (OT).

The ILP will also include information about:

- The short term targets set for the child
- Teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes to be recorded when ILP is reviewed

## **Principles**

When necessary, involvement will be sought from external agencies to supplement any assistance required to meet the individual need.

The classroom teacher is seen as the person most responsible for students. However, we recognise the need to teach on an individual or small group basis or by means of in-class support.

In order to ensure the continuity of an effective learning process, there will be liaison between Local Authority, therapists, parents, teachers and other significant professionals. Students will be encouraged to become actively involved in setting targets and evaluating their progress. Students will be encouraged to take part in decisions about their education.

Through a programme of in-service training for teachers, support will be given to colleagues to develop ideas, methods and techniques.

## **Management Structure**

Senior Leadership Team will:

- Have regard to the Code of Practice when carrying out their duties towards students with special educational needs.
- Do their best to secure that the necessary provision is made for any students with special educational needs.
- Ensure that where a student has special educational needs, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those students who have special educational needs.
- Annually review the school's policy for students with special educational needs
- Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs so far as that is reasonably practical

The Head Teacher and Senior Leadership Team have overall responsibility for children with special educational needs within school. The SENCo is responsible for the day-to-day organisation and provision of education for those with special educational needs.

## **Monitoring Student's Progress**

The school's system for observing and assessing the progress of the individual students will provide information about areas where a child is not progressing satisfactorily. Information is easily accessible to all staff using the school tracker. Under these circumstances Teachers,

SENCo and Head Teacher will meet to consider what else might be needed for the student to progress which closes the gap. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and National peers
- prevents the attainment gap growing wider
- matches or betters the child's previous rate of progress

The SENCo will:

- Develop activities designed to raise aspiration and ambition and to encourage independence in learning
- Co-ordinate overall provision for students with SEN Advise and support curriculum areas in providing a differentiated and accessible curriculum which meets the needs of all students.
- Identify the needs and monitor progress of all students with SEN against targets set.
- Ensure resources are deployed effectively to ensure all students' needs are met.
- Develop and implement Individual Learning Plans (IEP's) for all students Advise and assist staff in the development and implementation IEP's for students identified on the SEN register
- Keep parents and carers informed of their child's progress through PEP's, LAC's, SEN/EHC Plans and half termly case meetings.
- Work effectively with outside agencies in order to meet the needs of individual students.
- Ensure all students are fully involved in all aspects of school life including participating in their own learning and decisions about it.
- Maintain and update the SEN Register
- Address specific learning difficulties, which may be associated with literacy and numeracy.
- Provide support for students with behavioural or emotional difficulties including the use of Registered Mental Health Nurse, Educational Psychologist and other professionals
- To support teaching staff to address more general problems of understanding that students may encounter in the subjects that they are following.
- Address the needs of students with learning difficulties that may be the result of a particular syndrome or condition such as Attention Deficit Hyperactivity Disorder or Aspergers Syndrome.
- Address the needs of students with hearing, visual, medical or physical impairments and advising staff on how best to support their needs.
- Co-ordinate the approach which departments use with a particular student with SEN.
- Foster an atmosphere of high but realistic expectations for students with special educational needs.

### **Equality of Opportunity**

The progress of students with special educational needs will be carefully monitored and regular review meetings will be held. Parents/carers and students will be consulted regularly. Records will be kept by the SENCo. It is our policy to ensure that students with special educational needs engage in activities in a fully inclusive manner. This is implicit in practice and is in line with our Equal Opportunities Policy.

All students have full access to the National Curriculum and the opportunity to engage in all activities including extra-curricular activities. Actions to ensure the consistent use of specific learning strategies to support students with Special Educational Needs and/or Disabilities will be implemented and their impact monitored.

## **Conclusion**

All students will be encouraged to develop positive attitudes to learning, and thereby gain confidence in their own abilities to cope with all aspects of school life. The Special Educational Needs and Disability Code of Practice 0 to 25 years maintained that schools must do everything in their power to make provision for students with special educational needs. At New Forest School we highly regard for this Code of Practice. We are committed to developing strong partnerships between parents, the local education authority, health and social services and voluntary organisations. In this way we will strive to remove barriers to participation and learning.