

LEARNING SUPPORT

SPECIAL EDUCATIONAL NEEDS

STATEMENT OF INTENT

The purpose of this Special Educational Needs policy is to:

- *Ensure that the SEN needs of pupils at Salesian College Farnborough are identified and addressed with the revised Code of Practice 2001.*
- *Improve the learning opportunity and the progress of a pupil with SEN.*
- *Provide equal opportunity of access to the curriculum and thereby promote and support inclusive learning.*
- *Develop a whole school approach towards the education of children with SEN, in partnership with teaching and non-teaching staff, parents, pupils and those professionals providing support through external agencies.*

DEFINITION OF SEN FOR THE PURPOSES OF THIS DOCUMENT AND WITHIN THE FRAMEWORK OF THE EDUCATION ACT 1996

The Code of Practice applies the term Special Educational Needs to any pupil who has a '*learning difficulty which calls for special educational provision to be made...*'.

A learning difficulty means that the child has greater difficulty in learning than the majority of children of the same age or a disability that hinders him from making full use of the educational facilities provided for children of the same age.

Special educational provision means that which is in '*addition to or otherwise different from*' the provision generally made for children of the same age. (ISC)

ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SEN.

The College operates a four stage Learning Support Register in line with current changes to the DCSF Code of Practice which became effective from September 2001.

Pupils with SEN are the responsibility of all members of staff and the Head of Learning Support's 'fundamental task is to support the Head in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.' (ISC)

Arrangements for specialist educational provision for pupils at Stage Two (School Action), Stage Three (School Action Plus) and Stage Four (Statemented) are co-ordinated by the Head of Learning Support, the Head of Year, the Director of Studies and the Head. Such arrangements are implemented in consultation with parents and pupils and, where appropriate with external agencies.

The needs of particularly able pupils are met primarily by curriculum differentiation.

INFORMATION ABOUT THE COLLEGE'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SEN

IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

The identification of pupils with SEN is seen as the responsibility of every member of staff. In the process of identifying special educational needs, professionals, parents and pupils are encouraged to be involved. The following strategies are employed to ensure the early and efficient identification of special educational need.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEED ON ENTRY TO SALESIAN COLLEGE IN YEARS 7-13:

The Deputy Headmaster usually meets individually with the parents of prospective pupils. As a result of this meeting information which the Deputy Headmaster and the parents consider relevant is passed onto the Head of Learning Support. (c.f. 4. Admission Arrangements for Pupils with SEN)

The College operates a programme of primary liaison in which the Head of Year 7 and the Head of Learning Support play an active part.

General observations of pupils are made during the two Induction Days, in the Summer Term of Year 6, which form part of the transfer programme for pupils.

When a pupil transfers from another secondary school, the Deputy Headmaster requests a report from the Headteacher or Head of Year. This may be either a verbal or written report. A copy of the pupils' last School Report is also requested. Where a pupil has received support from an external agency, the agency is contacted by the Head of Learning Support to ensure progression during the transfer period.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS DURING THEIR EDUCATION AT SALESIAN COLLEGE, FARNBOROUGH:

All staff are encouraged to refer pupils, who they have identified as having a need for additional support, to the Head of Learning Support and the appropriate Head of Year.

Parents frequently use the occasion of Parents' Evening to voice concerns regarding their son's or daughter's progress. This can then be a good opportunity for staff and parents to discuss possible strategies for supporting, monitoring and reviewing development. Parents are also encouraged to contact Heads of Year and the Head of Learning Support directly if they have any concerns.

Mathematics within the College is taught in Sets, according to ability in Years 7-9. In Years 10-11 Mathematics is taught in Groups being prepared for various levels of entry at GCSE.

Salesian College carries out no internal SEN testing. Pupils who have been identified as having a special educational need are referred to an external assessment centre by their parents, at a cost to the parents.

REVIEW PROCEDURES

For those pupils with a Statement of Special Educational Need annual review meetings are organised and chaired as outlined in the Special Needs Code of Practice. Pupils with Statements of Special Educational Need are reviewed and monitored closely. This takes a variety of forms and is dependent on the needs of the individual. The strategies used include the following:

- *The weekly mark system.*
- *The pupil diary/organiser.*
- *Twice yearly examinations.*
- *Annual Parents' Evening.*
- *Discussions, monitoring and lesson observations by external professionals such as the Specialist Teacher for the Hearing Impaired/Visually Impaired.*
- *Monitoring by Head of Learning Support and Head of Year.*
- *Monitoring by Form Tutor.*
- *Monitoring by subject teachers.*
- *Meetings with pupils and/or parent(s) as deemed necessary.*

For those pupils at the School Action and School Action Plus Stage, many of the strategies outlined above are also used to monitor and review their progress.

ALLOCATION OF RESOURCES

A Head of Learning Support was appointed in 2004. Consideration is being given to the allocation of human, physical and financial resources in consultation with the Governing Body. A Special Needs Governor has been appointed.

SUPPORT PROVIDED BY STAFF

It is the policy of the College to employ Learning Support Assistants for those pupils with designated LEA funding. The whole teaching staff are involved in supporting pupils with SEN in the following ways:

- *A limited amount of individual support, according to need, comprising of informal arrangements made by individual teachers.*
- *In class support across the curriculum.*
- *The appropriate presentation of teaching resources and materials.*
- *Adherence to good practice particularly for pupils who suffer from dyslexia, visual impairment, hearing impairment, autism, etc.*

ACCESS TO THE CURRICULUM

The aim is for all pupils to have access to a broad, balanced and differentiated curriculum; only in very exceptional circumstances does a pupil have a curriculum which is modified. This modification would take place only after full consultation with the pupil, parents, subject teachers, Senior Management Team and the relevant Teacher Advisor.

INTEGRATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Although pupils with SEN are fully integrated, some pupils may be withdrawn from class for one-to-one sessions with a specialist teacher.

EVALUATING THE COLLEGE'S SEN POLICY/PROVISION

A number of mechanisms exist for evaluating the College's SEN Policy/Provision. They include:

- An analysis of the Learning Support Register.
- Public Examination Results for Year 10 and Year 11.
- Documented feedback to the College from parents.
- Minutes of Staff Meetings detailing comments by the Head of Learning Support on SEN developments within the College.
- Annual curriculum and departmental review.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT THE COLLEGE'S SEN POLICY/PROVISION

The College has an established complaints procedure. The same procedure is used for any complaint about the College's SEN Policy/Provision.

ARRANGEMENTS FOR SEN IN-SERVICE TRAINING

A Special Needs submission is made by the Head of Learning Support to the Headmaster. The Headmaster then sanctions the timing of and the payment for the proposed INSET. In recent years, several evening twilight sessions have been arranged for the whole staff. Areas of SEN covered have included the following:

- *Dyslexia*
- *Haemophilia*
- *Visual Impairment*
- *Hearing Impairment*
- *Child Protection*

THE USE OF TEACHERS, FACILITIES AND SUPPORT SERVICES OUTSIDE THE COLLEGE

The Teacher Support and Advisory Services provided by both Hampshire and Surrey LEAs have played a part in supporting the education of statemented pupils at the College. These agencies liaise with the Head of Learning Support in the first instance and may then be involved with particular subject teachers. Educational Psychologists' Reports are filed in pupil files for easy reference and referral.

At Salesian College, Farnborough, the College Chaplain plays an integral role in supporting and maintaining the spiritual and emotional well-being of all the pupils. The College Chaplain offers a confidential Counseling Service which is available to pupils, parents and staff. The College Chaplain liaises, where appropriate, with the relevant member(s) of staff.

PARTNERSHIP WITH PARENTS

A comprehensive system of communicating with parents exists, as has been referred to earlier in this document.

LINKS WITH OTHER SCHOOLS INCLUDING TRANSFER AND TRANSITION

Except in the case of transfer and transition, there are no formal links with other secondary schools in relation to SEN Policy/Provision.

LINKS WITH HEALTH AND SOCIAL SERVICES AND EDUCATIONAL WELFARE SERVICES

Links with the agencies named above are maintained by the Head of Learning Support, Heads of Year and the Headmaster as the need arises.