



# **Robert Clack School of Science**

## **Special Educational Needs Policy 2017 – 2018**

Ratified on : .....

Signed by : .....  
(Chair of Governors)



## Robert Clack School of Science Policy

### 35. Special Educational Needs

**The Governing Body, Headteacher and Staff** will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

This policy will be monitored by Sir Paul Grant, Mr. R. Taylor, Mr. S. Richardson, Mrs. K. Bell, Mrs. K. Schofield and the Governing Body.

#### **Management & Responsibilities**

**SENCo:** Mr R. Taylor, Senior Deputy Headteacher  
Overall responsibility for provision, support and guidance on teaching and learning, member of SLT.

**SEN Manager:** Mrs K. Bell  
Day to day management of SEN department including staffing and pupil provision, advice and guidance on individual pupils, areas of need and strategies.

**SEN Governor:** Mr R. Driscoll

#### **Aims/Objectives**

The Robert Clack School recognises that some of its students may require extra support and resources to realise their full academic, personal and social potential. The Special Educational Needs (SEN) department is committed to providing pupils with a continuum of support which will ensure full access and inclusion to the National Curriculum. This policy should be considered as part of a whole school approach to Special Educational Needs. The SEN department works in partnership with the SLT, Pastoral Team, Subject Leaders and all staff together with pupils, parents/carers and external agencies in responding to pupils' educational needs.

The school is committed to valuing the individual needs of every pupil and the contributions they make to the school community. It has high expectations of all pupils, including those with SEN, and in line with the Code of Practice (CoP) (2014), pupils with SEN are fully integrated within all curriculum and extracurricular areas. Our aim is to support all pupils to become independent learners and develop their skills for life.

To this end the School has clear procedures for identifying and assessing pupils who may have SEN. Once identified, appropriate support will be put in place to ensure

that the pupils are given every opportunity to achieve their potential. All staff are required to take responsibility for the education of all children including those with SEN. In addition, teaching assistants are an extra resource who can assist in the delivery of a differentiated curriculum and the implementation of other interventions as required.

The CoP (2014) places great emphasis upon the importance of parental involvement in ensuring success in supporting pupils with SEN. Robert Clack School acknowledges this highly important role and works closely to with parents/carers to develop a positive relationship. The means of ensuring that parents/carers are as fully involved as possible are detailed below:

- Open lines of communication with the SEN Dept., direct telephone links to bases on both Upper and Lower school sites.
- Parents/carers are invited to all reviews and relevant meetings, at least 3 times each year. Minutes are supplied if requested.
- Parental view sought prior to all reviews.
- Home visits made, if appropriate.
- SEN department members attend school parents' evening and KS4 option choice evenings.
- Information/resources available on both sites.
- Representative from SEN Dept. to attend review meetings as possible prior to pupils' transfer to Robert Clack at the end of Year 6 when invited to do so.

## **Identification**

### **Definitions of special educational needs (SEN)**

Under the CoP (2014), the term 'Special Educational Need' applies to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The code defines four broad areas of need although, in practice, a child may often have needs in more than one area.

### **Communication and interaction (to include but not restricted to):**

- Speech, language and communication needs (SLCN)
- ASD (including Autism and Asperger's Syndrome)
- Complex social and communication needs (CSCN)

### **Cognition and learning (to include but not restricted to):**

- Moderate learning difficulties (MLD)
- Specific learning difficulties (SpLD) (including dyslexia, dyscalculia & dyspraxia)

### **Social, emotional and mental health difficulties (to include but not restricted to):**

- ADHD/ADD

- Anxiety
- Challenging behaviour (as a symptom of social, emotional and mental health difficulties)

### **Sensory and/or physical needs**

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

The School recognises that there are a number of issues that may impact on progress and attainment of pupils but these are not considered to be SEN under the CoP (2014); however the School is committed to providing support and making reasonable adjustments necessary to ensure progress:

- Disability – provision in-line with current disability equality legislation.
- Attendance and punctuality
- Health and welfare
- EAL
- Pupil Premium
- Looked After Children
- Being the child of a serviceman/woman

## **Identification and assessment**

### **Graduated Approach**

The School fully complies with the CoP (2014) which stresses the need for a fully inclusive approach to SEN. It anticipates that most pupils can be catered for within the school's system with an emphasis on providing an appropriately differentiated curriculum, a multi-sensory approach to teaching and learning, accompanied by assessment and monitoring. Robert Clack School recognises that it must take action

If a pupil fails to make progress and early identification of a child/young person's needs is crucial in ensuring that appropriate provision is put in place to enable progress to be made. Identification is made through various methods:

- Liaison with primary school
- Liaison with class/subject teacher and/or Leader of the Learning Community
- Prior attainment
- Individual progress against National Curriculum levels (monitored four times per academic year)
- Rigorous monitoring of assessment data
- Individual reading and spelling assessments on entry and each academic year thereafter
- Individual diagnostic tests
- Parental concern
- Liaison with external agencies/professionals

The School believes that high quality teaching is the key to addressing the needs of pupils with SEN; the CoP (2014) supports this view. The School operates a banding and setting system that begins in year 7; this enables it to maintain reduced class sizes for the lowest ability pupils. In addition to ensuring access to high quality teaching, the School also provides, as appropriate, the following interventions for pupils with SEN regardless of whether an Education, Health, Care plan (EHC) is in place:

### **Provision**

- Full access to an appropriately differentiated curriculum
- Alternative curriculum at KS4
- In-class support from highly experienced and qualified teaching assistants
- Individual/small group withdrawal
- Literacy/numeracy support
- Speech and language support
- Anger Management
- Social skills programmes
- Behaviour management
- Dyslexia support
- Lunchtime clubs to support homework and social skills
- Designated base on both sites
- Individual keyworker
- Assessment for exam concessions as appropriate
- Established programme to support transition between key-stages and post-16

All pupils are actively encouraged to fully participate in all aspects of school life including sports, performing arts, debate, school council and school trips, including foreign residential.

### **Tracking and Monitoring**

In order to assess the effectiveness of overall and individual provision for pupils with SEN the school undertakes the following measures:

- Rigorous monitoring of each round of assessment data (four times per academic year)
- Regular individual assessments
- Assessment of public examination results
- Measuring progress against prior attainment
- Regular consultations with parents/carers and pupil

### **Transition**

The school has an established transition policy which outlines the support and guidance given throughout the various key-stages.

The process for pupils' transfer from primary schools to Robert Clack School begins during the autumn term prior to transfer. This process includes parental consultation, open days/evenings and primary school visits by a named person from Robert Clack. Transfer records indicate which pupils have been identified as having Special Needs. Early identification of these pupils' needs enables the SEN department to plan the appropriate support strategies prior to transfer. The department requests invitations

to all Statement/EHCP reviews held in the summer term prior to transfer. The Local Authority SEN transfer form also provides information about pupils with additional needs. The SEN team also liaises with SENCoS from feeder primary schools in order to gather information relevant to each pupil. Parents of Year 6 pupils with SEN transferring to the school are offered the opportunity to make an individual visit. The SENCo is consulted by the Headteacher and provides information and advice towards the appropriate placement of the incoming Year 7 with regard to tutor group and setting. After the pupils' arrival at Robert Clack the SEN department provides teaching staff with information regarding their individual needs. Individual assessments are also undertaken with those pupils where the primary information or KS2 data indicate there may be a concern. Support strategies are then prepared and distributed to teaching staff.

### **SEN INSET**

The School is committed to providing INSET to all staff in order to support the requirements of the CoP (2014) and undertakes an annual audit of staff training needs. INSET for staff is provided by external facilitators and attendance at school based training days.

A programme of INSET will be directed to the needs of:

- Subject teaching staff.
- Pastoral team.
- Teaching Assistants.

Regular INSET will be delivered, where appropriate, through staff meetings and regular SEN departmental meetings.

Teaching and support staff have access to courses available within the LA. In addition staff will be given the opportunity to attend courses organised by outside agencies.

### **Links with External Agencies**

Close links with the Community Educational Psychology Service have been established. The Educational Psychologist visits the school and provides advice and support for pupils in line with the CoP (2014).

The Careers' Advisor regularly visits the school and provides advice and support to the school's Careers Department relating to the needs of individual pupils particularly at KS4 to ensure appropriate post-16 provision is in place.

The school has access to the LA's Hearing Impaired Advisors who will assess pupils with hearing impairment and offer advice and support.

The SEN department maintains close contact with Social Services and professionals from Child and Family Consultation Service. Where appropriate, these professionals are invited to contribute to reviews and attend case meetings.

A termly inclusion planning meeting is held on both school sites and this is currently attended by the Educational Psychology Service and the Local Authority Inclusion Advisor.

## **What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?**

### **To eliminate unlawful discrimination, harassment and victimisation:**

- Policies explained: SEND, Equality, Anti-bullying.
- Continuing Professional Development for teachers and staff member.
- Focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding.
- Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. discussed during Pupil Progress meetings with the class teacher, Assistant Head Teacher and the SENCo.
- Senior Leadership Team meetings focus on the strategic development of these areas.
- Regular liaison with governors which informs and updates on current all areas.

### **To advance equality of opportunity:**

- In-depth analysis of attainment data at each progress checkpoint by middle leaders and teachers.
- Exam access arrangements are organised.
- Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays, and any others as necessary.
- Lessons are regularly observed to ensure accessibility and progress against Ofsted standards.

### **To foster good relations:**

- Transition programme with primary schools at the end of Year 6 in preparation for high school.
- Pupils/students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary.

## **Admissions Arrangements**

Robert Clack School adheres to the London Borough of Barking and Dagenham's admission policy details of which can be found here :

<https://www.lbbd.gov.uk/residents/schools-and-learning/school-admissions/introduction/>

## **Accessibility**

Details of accessibility for SEND pupils can be found in our accessibility policy.

## **Complaints Procedure:**

In the first instance, all complaints should be addressed to the SEN Manager, however if this is not appropriate or should the complainant be unhappy with the

outcome then the School's usual complaints procedure should be followed, details of which can be found on the School's website:

<http://www.robertclack.co.uk/latest-documents/>

[Parental-Complaints-Policy.pdf](#)

September 2016