



# Secondary SEN Policy

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This document outlines the policy of Caxton College for pupils who have special educational needs and disabilities.

### **1. What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age.

### **2. How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/careers or teachers
- Tracking of attainment outcomes indicate a lack of progress
- A pupil asks for help
- There is a significant change in the pupil's behavior
- Pupil observation indicates that they have additional needs in one of the four areas:
  - A. Communication and interaction
  - B. Cognition and learning
  - C. Social, mental and emotional health
  - D. Sensory/physical

### **3. The aims of our special educational need policy and practice in this school are:**

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  - A. Communication and interaction (this could include pupils on the autism spectrum)
  - B. Cognition and learning (this could include pupils with dyslexia)
  - C. Social, mental and emotional health (this could include pupils with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.)
  - D. Sensory/physical (this could include pupils with vision impairment, hearing impairment or a multi-sensory impairment)

- To request, monitor and respond to parent/careers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

#### **4. All our children's needs are identified and met as early as possible through:**

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- Listening to and following up parental concerns
- Listening to and taking into account the child's views, wishes and feeling
- Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- Involving external Educational Psychology Service where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Pupils progress is assessed and discussed within Pupil Progress meetings.

The school uses the following information when identifying students with SEN

- CAT 4 (Years 7 and 9)
- Teacher or parent concern/referral
- Observation
- Individual assessments
- Termly assessments (class teacher, psychology department, HoD, HoY)
- Termly and annual data analysis and pupil tracking (class teacher, psychology department)

A combination of the assessment methods are used to identify pupils who are making less than adequate progress. Children who are identified as making less than adequate progress will be monitored more closely than the average school population.

#### **5. SEN Support.**

Where it is determined that a pupil does have SEN, parents will be formally advised of this. The aim of formally identifying a pupil with SEN is to ensure effective provision is put in place and to remove barriers to learning.

The support provided consists of a four – part process: Assess, Plan, Do, Review

Although teachers continually assess, plan, implement and review their approach to teaching all children, where SEN is identified this process becomes more personalised.

- **Assess:** The school uses information from the identification stage to assess and analyze the child's needs, strengths and specific areas for development. If required, advice and assessment from other professionals may be sought at this stage. An overall picture of the child, information obtained during the

assessment phase and long-term objectives are recorded on an annual information form. This is available on the Pupil Profile for all professionals working with the pupil. Assessment is also continuous throughout the cycle. It is essential to regularly review the interventions and support to ensure maximum progress and remove barriers to learning.

- **Plan:** The information from the assessment phase is used to plan the support and interventions required. This is outcome focused with clear objectives and timeframe for the achievement. All staff working with the pupil should be familiar with the pupil's individual needs, support provided, interventions, teaching strategies and outcomes. Parents will be informed of their child's targets and asked for their thoughts and contributions. Their involvement may also be sought to reinforce or contribute to progress at home. This may take the form of additional homework or a recommendation for a private tutor.
- **Do:** The subject teacher is directly responsible for all pupils in their class. This is supported and monitored by the school psychologist who will provide support with further assessment of the pupil's strengths and weaknesses.
- **Review:** During the review process, teachers analyze the information from subjects teachers, the pupil's work, assessments, observations, pupils and parents. The SENCO meets with individual teachers to discuss the impact of the support, interventions and the pupil's progress in relation to the SENS Policy objectives. During this meeting, the teacher and SENCO will also discuss actions, assessment and the future actions required for the next cycle.

Pupils and parents are involved in this stage of the cycle. Their views are obtained about the success of the support and interventions. They are also provided with information about progress, achievement and future actions.

#### **Pupils with significant or more complex SEN.**

There may be circumstances where Caxton College is unable to meet a pupil's special educational need within the normal school resources. On these occasions, extensive evidence will be collected and presented to parents. If it is in the best interest of the child, the school will suggest the pupil repeating a year or an alternative placement.

## **6. Roles and Responsibilities:**

The role of the Secondary School Psychologist involves:

- Early identification of children with special educational needs.
- Diagnosis of learning difficulties.
- Suggesting action and interventions for children with specific learning difficulties.
- Organisation of arrangements for special consideration during internal End of year and External exams.
- Liaising with external professionals that intervene with pupils with specific learning difficulties.
- Advising teachers about children with specific learning difficulties in class.

- Advising parents of children with learning difficulties at home.
- Advising parents on any behavioral difficulties.
- Promoting healthy family educational practices amongst parents by offering termly parental talks and video blogs.
- Liaising with the SLT regarding pupils' general progress.

## **7. Staff Training**

Staff are supported by the school psychologist throughout the academic year. New staff also receive SEN training as part of the induction process.

The Secondary Psychologist provides internal or external training in specific special educational needs as required for individual pupils .

## **8. Reviewing the Policy**

This policy will be reviewed annually to ensure it is in line with the Code of Practice and meets the needs of all students with SEN.