



ST JOHN THE BAPTIST SCHOOL

Policy for Special Educational Needs

Introduction

St John the Baptist School's mission statement is 'to be a Catholic School where every individual is highly valued and where care and concern for others is central to our work. All our students are expected to achieve their full potential in school and become equipped for adult life. At SJB everything we do is guided by Gospel values'. In the context of this, students with Special Educational Needs are especially welcomed, and integrated into the School. We recognise that every student is unique, with individual strengths to be celebrated and developed, and specific needs which are addressed with available resources in school. Students with physical or learning difficulties are given support to participate in school life, and to work to the best of their abilities, whatever their needs.

St John the Baptist School takes note of Surrey's SEND Development Plan 2016-2020

Surrey's ambition is that **"children and young people will be happy, healthy, safe and confident in their future"**

Surrey's planned outcomes include:

- Positive experience of the SEND system for children, young people and their families
- Positive outcomes for children, young people and their families
- Effective preparation for adulthood

Surrey's aim from these outcomes will be:

"To enable every child and young person in Surrey with special educational needs and/or disability to realise the same ambition as any other child or young person and to empower them to contribute to and achieve this. Supporting children and young people from birth to adulthood by putting them at the centre of the integrated support provided by partners".

Every Child Matters Agenda

'We want every child to fulfil their potential, regardless of their background or circumstances' to achieve this St John the Baptist School will:

- Help students achieve the highest educational standard they possibly can
- Deal with bullying and discrimination and keep students safe
- Ensure attendance, encourage students to behave responsibly and give them a strong voice in the life of the school
- Engage and help parents in actively supporting their children's learning and development

Special Educational Needs and Disability Code of Practice: 0 to 25 years

'There are two key duties involved in ensuring that schools do not discriminate against disabled students.' St John the Baptist School will provide

- reasonable adjustments for disabled children and young people
- extra aids and services for disabled children and young people

Admission Arrangements

All students will be admitted to SJB according to the admissions criteria. When parents apply, the needs of their child are discussed at the earliest opportunity. If it is considered that SJB is the best school for the child, staff will visit the feeder school to gather as much background information as possible. In addition, other support services may be contacted.

Resource Allocation

The majority of the Special Needs budget is spent on staffing, with an allowance set aside for resources.

Staffing

The Headteacher is the Responsible Officer for Special Educational Needs. The Head of Learning Support has delegated responsibility for Special Educational Needs within School. The Governors have a particular interest in SEN. Lesley Forester is the named SEN Governor.

- Head of Learning Support, Miss Mandy Hughes is responsible for coordinating the day to day provision for SEN students, statement/EHCP annual reviews, SEN with Support reviews, liaising with staff, drafting and maintaining the Special Needs Register. She will liaise with staff, line manage the Learning Support Manager and supervise the budget for statemented/EHCP students. She is also responsible for initial assessment (AH2/3)

in Year 7, liaising with feeder schools re Special Educational Needs, and maintaining contact with support agencies. She teaches Phonics, Creative Studies and has individual support contact with students.

- The Learning Support Manager, Mrs Bronwyn Donovan, is responsible for Line Managing the Learning Support Assistants and managing their timetables, whole school testing for Reading and Spelling. She teaches Business & Enterprise, Creative Studies and Phonics and has some individual support contact with students.

There is one teacher in school currently employed to give speech and language therapy to pupils with language difficulties. She is qualified to assess and identify specific learning difficulties (Dyslexia) and provide the appropriate support where necessary. She also tests for access arrangements for exams. The person responsible is:

Mrs Helen Bowerman

Mrs Bowerman works 18 hours per week

There are ten Learning Support Assistants currently employed to give in-class support to SEN students. These are:

Mrs Jo McKenzie (p/t)
Mrs Natasha Evans (p/t)
Mrs Joyce Collier
Mrs Linda Foker
Mrs Julie Laidlaw
Miss Bethan Paling

Mrs Eva Faraji
Mrs Shugufta Sarwar
Mrs Jane McNeil
Mr Jacob Shaw
Mrs Pauline Robson (p/t volunteer)

- The Learning & Literacy Support Service advises on SEN resources and suitable differentiation.
- The Behaviour Support Service works with individual students and advises on behaviour issues.
- Each department has a link Learning Support Assistant. They meet regularly with their departments, create resources and advise on differentiation within that department.
- The Head of Learning Support attends the Head of Year meetings once a fortnight to discuss any issues regarding the SEN students. These are then passed on to the whole staff at morning briefing. She also attends Head of Department meetings termly to advise on any SEN issues and addresses the whole staff at the start of the new school year.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

Identification

The early identification of students with special educational needs is essential. The process is ongoing but may be identified from any of the following sources:

- Feeder school records
- AH2/3 Testing
- Reading (NFER Nelson/Neale Analysis) & Spelling (Vernon) testing
- Referral from staff
- Concerns raised by parents
- Concerns raised by the student

In the last half term in Year 6, all prospective students are tested via Surrey screening using AH2/3 Tests. In the first half term of Year 7 they are tested using the NFER and Vernon tests to establish reading and spelling ages. This baseline screening is continued in Years 8, 9, 10 and 11 to monitor and chart progression throughout the student's academic career at SJB.

Assessment

Once a pupil has been identified as having a Special Educational Need, he/she is assessed and if appropriate, students are placed on the Special Educational Needs Register.

The Special Educational Needs Register

This is reviewed twice a year. The following represents the number of students with an EHCP/Statement or requiring support, SEN with Support

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|------------------|----|
| EHCP/Statement | 18 |
| SEN with Support | 61 |

The total number of students on the register is 79, this figure is subject to change as testing is completed.

Provision for Students with Special Educational Needs

All students at SJB follow a broad and balanced curriculum including the National Curriculum, regardless of their gender, background, race, ability or special need. We believe it is desirable for students with Special Educational Needs to be supported within a class. Withdrawal of students from class is only in exceptional cases - for Literacy Support, in the shape the Phonics Programme, the Hodder Reading Programme and the Units of Sound Programme (tutor time). Individual students can also be withdrawn for a limited period.

It is proposed to strengthen literacy and basic mathematical skills in Years 7, 8 and 9 by small group work. It is believed that extra lessons in English and Mathematics at the early stages in a secondary school student's career will form a sound foundation for work in Years 10-11. This year students have been withdrawn from one or two Languages every week for support in basic literacy and/or numeracy skills.

We run the Fresh Start Phonics Programme aimed at students coming into secondary school who haven't achieved a level of literacy to enable them to access the curriculum.

Units of Sound is a computer based literacy programme incorporated into SEN support. All students with reading/spelling ages below 10 years are placed onto a Units of Sound timetable for 15 minutes a time during tutor time. The students work on basic reading/spelling skills. Mrs Linda Foker co-ordinates the Units of Sound Spelling timetable during tutor time.

A Handwriting Programme and Touch Typing Programme is run on a weekly basis for students who struggle with their handwriting. These students are identified by teaching staff and Learning Support Assistants working in the classroom. Ms Natasha Evans co-ordinates the Handwriting practice during tutor time.

Students with identified low Reading Quotients in Years 7, 8 and 9 are currently supported by the Learning Support Assistants, Parents and Sixth Formers in a Paired Reading Scheme. This has been very successful in improving Reading Quotients. Miss Bethan Paling co-ordinates the Paired Reading Programme during tutor time.

There is an Option Support Group for students in Year 10, continuing into Year 11. This is for students with Statements/EHCP, or for whom a reduced GCSE load is felt to be desirable. Work in this area includes Maths and English skills reinforcement and curriculum support.

Lunch Club takes place every day, this is a space for the more vulnerable students to come and eat lunch, chat and play board games. Being a small group it enables the students with Autistic Spectrum Disorder (ASD) to mix and relax in a 'safe' environment.

Lego Club takes place once a week; this is open to all students in Years 7, 8 & 9. We use Lego's Mindstorms education pack where the students are introduced to robotics as well as the more basic Lego construction. Whilst here, they learn to work alongside and with each other in a relaxed environment.

Students who have ASD and anxiety are supported through the transition from primary school to secondary. A booklet is given to each student so they can familiarise themselves with what to expect in a secondary school. The Learning Support Assistant assigned to support these students will visit them in their primary setting to get to know them. When in Year 7, time is set aside to support these students during tutor time to enable them to manage the day ahead. Mrs Nicole Swann and Mrs Julie Laidlaw support the students with ASD.

There is a 'low sensory room' equipped for use by the students' with ASD. It has been designed as a safe and secure space for these students to regain their composure when they become overwhelmed with the demands of the school day.

Mrs Nicole Swann is our Emotional Literacy Support Assistant (ELSA) and works with students on a needs basis. This enables chosen students to explore their feelings and behaviour in a supportive environment.

There is an after school Homework Club aimed at improving the output of the least able in Years 7, 8 and 9. This is supported on a rotational basis by the Learning Support Assistants.

Members of staff are informed of students on the SEN register. Every member of staff teaching a statemented/EHCP student has access to a copy of his/her file. Documentation relating to all special needs within the school is stored centrally and is accessible to all members of staff. It is expected that each teacher will differentiate the work for students with Special Educational

Needs, and monitor their progress. Staff are expected to set targets for these students and to review them.

Review arrangements and maintenance of records

The progress of each student named on the register is monitored and reviewed once a year. The views of the student are always sought, and taken into account, when making provision for his/her needs. Learning Support staff consults Departments as appropriate.

Students with Statements/EHCP's are interviewed annually as part of their statutory review by the Head of Learning Support. A second interview can be held, if it is felt appropriate.

Contact with the SEN staff at the LEA takes place when necessary, this is usually done by telephone or email.

Each member of staff has details of students with Special Educational Needs in the Learning Support Booklet. Reference is made to the needs of the students as appropriate, at the morning briefing and at staff meetings. The Special Needs Register and Dyslexia Register are updated regularly and circulated to staff and are available on the school VLE.

Regular contact is maintained with parents through special meetings, parent consultation evenings or over the telephone. Tutors and Heads of Year are kept informed.

Statement/EHCP Funding (ISPSB)

This funding is used for staffing to support students with Special Educational Needs. ISPSB funding is closely monitored and is reviewed prior to Surrey County Council's required day of Count in the autumn term.

Annual reviews are conducted in line with Surrey LEA recommendations.

Staff Development

The Department takes advantage of the opportunities for Continuous Professional Development which encourages all staff to continually update their knowledge and improve their expertise. The Head of Learning Support attends local and national conferences and courses to update her expertise. The Head of Learning Support also visits other schools to investigate good practice.

The School works in partnership with the following external agencies

- * Educational Welfare Officer – Vicki Drew
- * Educational Psychologist – Mr Richard Lewis
- * Services for the Visually Impaired – Mr Peter Abbott
- * Services for the Hearing Impaired – Mrs Angela Soutar
- * Children out of School
- * Services for the Physically Impaired – Mrs Sue Lettley
- * School Nurse – Ms Amy Roberts
- * Child & Adult Mental Health Service
- * Behaviour Management Service
- * Social Services

Links with other educational establishments

Records for students with Special Educational Needs are received in the term preceding entry. The primary schools are visited to observe the students and discuss their needs with the primary school staff. Information is made available to all staff prior to the end of that term and updated after Surrey screening.

If a student with Special Educational Needs transfers from another school, then records are transferred.

Partnership with Parents

The school strives to work in partnership with all parents and especially with those whose children have Special Educational Needs. Their knowledge, views and experience are taken into account when considering the provision for the students. Parents have an important role in supporting their child at home. Regular contact is maintained.

Areas for Development

- * Ensuring high quality differentiated materials and provision across the curriculum
- * Involve all students in self-assessment, target setting and monitoring within Departments on a regular basis.
- * Ensure that the needs of the most able are catered for
- * Ensure teaching staff work closely with support staff on lesson planning, evaluation of student progress and amending targets as appropriate

Success Criteria

- * Students with special educational needs are identified
- * More students with special educational needs are given in-class provision
- * All staff aware of and responsive to needs of students
- * The number of students progressing into the Sixth Form, Further Education and into employment
- * High number of students moving from the Special Needs Register due to significant educational progress.

Complaints Procedures

If a complaint has not been resolved by the Head of Learning Support, the Headteacher should be contacted. Should a concern remain unresolved, the Chairman of Governors should be informed in writing.

Evaluation and review of Policy

This will take place on an annual basis and will be reviewed in September 2017. It is recognised that this policy will never be complete - it will be adapted, developed and changed according to the nature of changes within the school community and its members, developments in Special Needs within Surrey and the country, and according to the school's own response to improving its provision for all students with special educational needs.

Mandy Hughes
September 2016