



Woodlands Academy

APPENDICES FOR SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES POLICY

APPENDIX 1 : SEN STAGES

Stage : School Action (1)

An informal letter from SENCO, expressing concern from particular departments and informed that their son's progress will be monitored and supported by the class teacher contacts parents. Departments must furnish the SEN Co-ordinator with names of students and details of their difficulties.

Stage : School Action (2)

Parents receive a formal letter from Head the SENCO that includes an invitation to come into school to discuss the development of a suitable Individual Education Plan (S.TAR.S). Once this has been agreed, copies are sent to parents and a date is set for a review of the student's progress.

Stage : School Action (+)

Parents are asked for permission to refer a student to an outside agency, through a formal letter from the SENCO. This is likely to be EPS (Educational Psychology Service) or LABSS (Learning And Behaviour Support Service), or CASS (Coventry Autism Support Service), for example.

Stage : Request for Statutory Assessment

The SENCO must send evidence of parental involvement to LA, with Request for Statutory Assessment (RSA).

Stage : Statement of SEN

L.A. sends Statement to parents, and sends copy to the SENCO who co-ordinates the special provision for the student. An Annual Review of the Statement is carried out in school, between parents, student and all concerned agencies. The original Statement may then be amended.

APPENDIX 2 : STAFF ROLES

1. Link Teacher and the Department

Departments will:

- meet the stated particular needs of identified students (Individual Education Plans, S.TAR.S).
- ensure up to date records of provision within the department.
- enable staff to prepare appropriate curriculum materials.
- help teachers to develop techniques to support differentiation.
- ensure the appropriate resources are available for all students.
- ensure that individual students are monitored by the nominated department.
- ensure that the SENCO and Student Support Centre Manager are informed of students' progress.

Key Tasks for Job Description:

1. To communicate and link with the school Student Support Centre Manager and SENCO on a regular basis with regard to matters concerning Special Needs Provision within the Department.

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2. To attend identified meetings with the Head of Support and Guidance.
3. To become familiar with the regulations and requirements of the Special Needs Code of Practice and statementing procedures over a period of time.
4. To advise Department members with regard to an individual student's S.TAR.S, (Student Target Sheet, IEP) based on confidential information provided by the SENCO.
5. To hold on file in the department, action taken for an individual student with regard to his S.TAR.S.
6. To advise the Curriculum Leader with regard to specialist resources that should be made available to the Department in order to support students with learning difficulties.
7. To liaise closely with the school SENCO and hold information on individual student's S.TAR.S and their review which might be required with regard to parental involvement and contact.
8. To retrieve information for SENCO on case conference issues and Annual Reviews relevant to individual students.
9. Whenever possible to attend appropriate training programmes made available to all staff, with regard to SEND provision.
10. Schemes of Work - The link teacher will co-ordinate, for the less able, appropriate schemes of work generated by the whole department. This relates directly to students who would normally be at Stage : School Action (1) of the Code of Practice.
11. To communicate key issues with regards to schemes of work and differentiated material to the SENCO for consideration.

N.B.

1. The above key tasks identify areas of responsibility that relate to students' learning needs within certain curriculum areas. These key tasks cannot become the sole responsibility of one person. However, the link teacher can lead and co-ordinate for the department these very important developments. Departments and subject teachers must become more aware of their responsibilities in relation to the management of Special Needs with regards to learning difficulties.
2. Students who are identified as having behaviour problems will be managed through form tutors and house staff with appropriate S.TAR.S being drawn up that will involve the use of the SENCO at Stage : School Action (+) and above.

2. Role of the Tutor and The House

Houses will:

- monitor the stated needs of identified students with behavioural difficulties and ensure that departments are managing effectively.

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- Monitor the progress of students on Stage: School Action (1) of the Code of Practice.

3. Subject Teachers

- Receive information from primary schools and draft SEN register from the school SEN Data Co-ordinator, SENCO and Student Support Centre Manager.
- Report on progress of students and any emerging problems to form tutors, SENCO and Student Support Centre Manager as early as possible.
- To monitor and review the targets laid down within a S.TAR.S for a student, or a group S.TAR.S, bearing in mind the need to meet on a 1:1 basis with a student if at all possible at least twice during a school academic year.

4. Curriculum Managers

- Remind subject teachers to discuss students who have difficulties with form tutors.
- Ask link teachers to bring S.TAR.S to departmental meetings for discussion.
- Allow some time on every department meeting agenda for discussion of SEND issues.
- Maintain a list of departmental strategies for differentiation and student support.
- Monitor S.TAR.S progress with staff and encourage staff to discuss problems with form tutors.
- Maintain a list of students on the register and departmental strategies used.

5. Tutors

- Receive information from primary schools and draft SEN register from the SENCO.
- Receive comments on students from subject teachers.
- Compile lists of students showing difficulties for discussion with the SEN Co-ordinator and Student Support Centre Manager.
- Contribute to S.TAR.S for behaviour management with Learning Leader at Stage : School Action (1) or (2) of the Code and with the Faculty Head of Support and Guidance at Stage : School Action (+) and above.

6. Learning Leaders

- Remind form tutors of S.TAR.S planning re behaviour management at Stage : School Action (2).
- Link with Student Support Centre Manager re behaviour management S.TAR.S for Stage : School Action (+) and above.
- Ask link teachers to bring S.TAR.S to a meeting for discussion.
- Maintain a list of pastoral strategies to support students with behaviour difficulties.

7. Senior Staff Meetings

- Assistant Head Inclusion to ask for termly agenda item to discuss monitoring S.TAR.S, departmental strategies and differentiation within schemes of work.

8. Partnership with Parents and the Community

- Involvement of parents at review meetings for Stages : School Action (2) to Stage : School Action (+).
- SEN element in Governors Annual Report to Parents.
- Leadership and Management
- Governors policy for SEN and oversight of policy and procedures.
- Responsible person on Governing Body to oversee SEND policy and provision.
- Annual Report should detail success of policy, any changes to it and resources allocated to students with SEND.
- SEND provision permeates the whole school culture.
- Staff to work closely with SENCO and Student Support Centre Manager.
- Parents know the point of contact.
- Resources are managed effectively.
- Staff are aware of procedures.
- Student progress is monitored.

APPENDIX 3 : PROCEDURE FOR PLACING STUDENTS ON SEN REGISTER

The School provides a differentiated curriculum to allow all students access to learn effectively.

The register is reviewed twice annually and then recorded centrally by SENCO.

The following criteria are used to determine the stage.

STAGE : School Action (1)

Students with learning difficulties are catered for within the department by:-

- appropriate differentiated work in mixed groups.
- appropriate setting
- placement within SEN reading/spelling groups where lower ability students' needs can be catered for, by small group teaching

Appropriate provision is given by the departments' Schemes of Work. The tutor, in liaison with the SENCO, monitors the progress of the students. The SENCO issues letters to inform parents, encouraging them to contact the school via the form tutor.

STAGE : School Action (2)

For some students their learning difficulties need additional provision via an Individual Education Plan (S.TAR.S) as their needs can not be fully catered for within existing differentiation or grouping policies in departments.

The S.TAR.S should contain clear and simple identified tasks and targets for the student to fulfil in addition to those set within the Scheme of Work. A number of students with similar needs may have a group S.TAR.S.

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Students placed at this level are likely to be those with: -

- a specific learning difficulty (dyslexia)
- learning difficulties associated with very low reading age and I.Q.
- one of the above whose problems may result in review and provision of an LEA statement

Recommendation for placement at this level can be made via Link teachers or directly to the SENCO.

The decision is finally determined by the SENCO, once all the evidence has been reviewed.

The SENCO issues letters to inform parents, encouraging them to reply directly to the Assistant Head Inclusion.

STAGES : School Action (+)

The SENCO determines all students at this level of the code. N.B. Evidence from Stages: School Action (2) and (+) S.TAR.S is essential for this process to be successful.

If a student is issued with a statement, which identifies the need for additional support, the SENCO deploys SEN Teaching Assistants. The SENCO oversees this additional support.

All school-home contact for students must be conducted through the SENCO, who maintains all records.