



Prestwich Arts College

Access & Inclusion Policy for Pupils with Special Educational Needs and/or Disability

Section I

1. Aim of the policy.

Inclusion is often defined in terms of where children are educated, others describe it as a process or a journey. Most importantly though inclusion is the feeling derived from being included; a feeling, which comes from being welcomed and valued for what you are. We understand that an inclusive policy benefits all our pupils not just those immediately identified under the heading of special needs.

This policy then provides the basis for future development within the school. The translation of policy into practice will depend on agreed aims, shared objectives and a common understanding. The policy will, therefore be regularly reviewed and revised in the light of in-house developments and changes in Local Authority (LA) and National policy

Prestwich Arts College operates a whole school approach to meeting pupil's special educational needs. Our approach emphasises the belief that children have a right to be educated in mainstream classes alongside their peers, provided it is in their interests and those of their classmates. It is now a principle established by law that all pupils receive a broad and balanced curriculum. The National Curriculum programmes of study provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Code of Practice for Special Educational Needs became effective September 2002 and takes account of the SEN provisions of the Special Educational Needs and Disability Act 2001 (SENDA). As a consequence there are very clear guidelines set out to support the pupil identified as having Special Educational Needs. We at Prestwich Arts College try to embrace these and acknowledge the recommendations of the Code of Practice in all our work.

The main exception to this approach occurs largely when there is a need to withdraw from mainstream lessons for small group work or individual tuition. Very rarely a pupil may be temporarily disapplied from certain National Curriculum subjects for a fixed period to advance basic skills. The ultimate aim is to speed full integration.

We acknowledge that it is the continuing long-term aim of the school to provide all teachers with the relevant skills, information and support to identify and provide for students with special needs. We also recognize the crucial role parents play in their children's education and we actively seek to work with parents and value the contribution they make.

We believe that the aims and objectives as stated in the school's published prospectus should be the same for students with special educational needs (SEN). The objective of this policy, then, is to try and ensure that the academic, pastoral and support agencies of the school provide the opportunities that will enable all our students to be equally valued and attain those stated aims. This policy outlines the various process and procedures currently in place.

1.2 Special Educational Needs: A definition

Special Educational Needs refers to any circumstances resulting in an individual pupil needing additional or different help in order to take full advantage of the educational opportunities offered to children of the same age.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Pupils with disabilities

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

From September 2002, Part 4 of the Disability Discrimination Act (DDA) 1995) came into force, introducing duties for all involved in the provision and facilitation of education and learning for disabled pupils. The school continues to develop its practice in the light of the associated Code Of Practice.

1.3 Named Person.

The **SENCo (Special Educational Needs Co-ordinator)** for Prestwich Arts College is Deputy Headteacher: Mr. C. C. Hornby. The school also has a governor with particular interest for special needs.

1.4 Admission Arrangements.

The admission arrangements detailed in the school prospectus apply to all students for whom the Local Education Authority considers that a mainstream school place is available and appropriate. Part 2 of the Special Educational Needs and Disability Act 2001 amends the Disability Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from school.

1.5 SEN Specialism.

Prestwich Learning Support staff comprises the SEN Co-ordinator, **TAs** (Teaching Assistants), specialist teachers as well as external agencies who work with school to address SEN issues. They should be able to:

- support students and colleagues in mainstream classes and be prepared to develop collaborative approaches;
- assist in the development of suitable materials, resources and methodologies to provide for students with special educational needs;
- withdraw students from mainstream classes for specific purposes and periods of time. These include the school's Paired Reading Scheme and 'Success-maker' programme;
- develop effective procedures for the identification, assessment, referral and recording of students' needs
- have a role in appropriate in-service training;
- contribute to the development of the 'Access Centre'
- provide behavioural support strategies through the 'Pupil Support Centre';
- liaise with Progress Managers, form tutors and other colleagues in the school and outside support agencies.

Section II

2. The arrangements for the identification, assessment, monitoring and review of students with Special Educational Needs.

The point of identification is that we can direct resources at the earliest opportunity to where they will have the greatest effect and monitor progress made.

Difficulties arising from English being spoken as a second language are additionally supported by members of **CLAS**. (Curriculum & Language Additional Support). See **1.2**

Below are the key sources of information to identify, assess, monitor and review Prestwich

Arts College pupils with Special Educational Needs:

2.1 The 'Staged' model of identification.

School Action (SA) *This stage is school based and involves the initial concern and identification that that a pupil may have special educational needs followed by an appropriate school response.*

School Action Plus (SA+). *The school will involve external support agencies on the basis of information gathered and approaches used at the earlier Stage. The referral will be made only after consultation with parents.*

The criteria for movement to School Action plus is set by Bury LA. For Learning Difficulties only, pupils who achieve the 5th Percentile or less using the Wide Range Attainment Test (WRAT) will be considered. Pupils at School Action Plus are re-tested annually within the Learning Support Department.

Stage 4 (Statutory Assessment). *Most students will have their special needs met through the above 'Stages' of identification, assessment and intervention. In a very small number of cases a child may be referred for 'Statutory Assessment'. The Local Authority may then ask for a report to be made from the school and others.*

Stage 5 (Statement). *If the Local Authority has decided that a student needs the support of a 'Statement', then additional resources or special provision will be made available for that student. For Learning Difficulties normally only pupils identified at the 1st percentile of the WRAT assessment will be considered for movement towards Statutory Assessment*

2.2 Identification of Special Needs Pupils

- Transfer information from primary schools, including KS2 SATs.
- Parental information. (Verbal and written).
- Parents Evening/Year 7 SEN Evening.
- NFER- Nelson screening information.
- Pupil Support Service information.
- Statements (LA).
- Subject teacher referrals
- Learning Support Department assessments including administration of the WRAT assessment. And wider baseline assessment information

2.3 Assessment of Special needs Pupils.

Assessment arrangements include on entry:

- Standardised tests for verbal, numerical and perceptual ability. (NFER -Nelson)
- Standardised Maths Competency test
- Standardised Group Reading Test
- Standardised Spelling assessment
- Teacher assessments including National Curriculum levels.

At any point:

- Internal re-assessment using the Wide Range Attainment Test or suitable assessment tool. This test establishing the criteria for

- movement to School Action Plus and is audited on a yearly basis.
- Teacher referral .
- Parental request
- Referral at 'School Support Plus' through Department planning meeting.

2.4 Monitoring of Special needs pupils.

Strategies for monitoring students' progress include:

- Individual student monitoring records maintained for all pupils and monitored by Heads of Department and subject teachers, Heads of Year and Form Tutors, Senior Staff, Head of Learning Support and TAs, External Support agency records
- Stage 5 Annual reviews/IEPs
- Stage 5 – School Action Plus Individual Education Plans (IEPs)
- Monitoring sheets for TA contracted to specific pupils
- Learning Support Data base using SENCO SIMS
- Whole school tracking data as well as LA WRAT information.

2.5 Review of Special Needs pupils.

Arrangements for reviewing students' progress include:

- Year 7 SEN /Parents evening. Confirmation of pupil on the school's SEN register
- Whole school arrangements for reports and Parents' Evenings
- Annual Reviews for students with a statement of special educational needs including 'transitional' reviews for Year 9
- Individual Educational Plans.(IEP)
- Pastoral Support Plans (PSPs)
- Updating of SEN tracking information
- School Action Plus review including 'transition' reviews

2.6 Integration of students with Special Educational Needs as a whole.

The policy of Prestwich Arts College is one of full integration. The school and Governing Body feel that all students are entitled to a broad and balanced curriculum. No student is denied access to the curriculum. We acknowledge Section 2.7 of the 1981 Education Act, that as a school we should ensure that students who are identified as having special educational needs take part in the activities of the school together with students who do not have special needs: this policy is subject to the conditions that:

- the student receives the special educational provision that s/he requires;
- an efficient education is provided for the other students;
- there is efficient use of resources, and the functional integration is 'reasonably practicable.'

2.7 Arrangements for co-ordinating educational provision for students with Special Educational Needs.

Particular arrangements for each student will vary according to their need. A 'register' of students with special educational needs is maintained by the Head of Learning Support. This provides a day-to-day record of what stage a pupil may be as outlined in **2.1**

As outlined in **3.2** the school liaises with a wide range of external support services, which play a vital role in identifying, assessing and support students with special educational

needs.

2.8 Statemented students. (Stage 5)

Information regarding students who have a statement (Stage 5. See 2.1) goes directly to the Head of Learning Support from the Local Authority. The LA have a statutory requirement to monitor such students.

Statemented students are reviewed annually in liaison parents, support staff, relevant external agencies, and representatives from the Local Authority, including the school's Educational Psychologist if appropriate.

When a statemented student reaches 14+ a 'Transition Plan' is drawn up by the LA. The transition plan will be carried out on the same basis as the Annual Review but will involve a wider group of professionals including the Careers Service. The Transition Plan will help to establish the kind of provision and experience a student will need on reaching school leaving age.

Whenever possible the Head of Learning Support or a representative attends Year 6 Annual Reviews to assess need before transferring to secondary school.

2.9 Students with emotional/behavioural/social difficulties.

Increasingly we recognise that that students may have genuine special educational needs because of their emotional and/or behavioura, social I difficulties (EBSD). Students identified with EBSD will be placed on the school's SEN register. Aside from the normal pastoral support the school operates, other support agencies can be involved to prevent problems escalating. Pupils who demonstrate features such as emotional and behavioural, social difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs

- Creation of a Pastoral Support Plan (PSP). This is monitored by the Head of Learning Support and the PSC co-ordinator
- Referral to the Pupil Support Centre. **(See PSC Policy)**
- Possible referral to the LA's Pupil Learning Centre. This is an authority funded organisation which provides support to pupils and schools to deal with behavioural issues, up to the point at which a 'statement' of Special Educational Needs is written.
- Possible referral to the relevant Personal Assistant of the school's 'Connexions' team. This is a multi- disciplinary service operating within school to help all young people the 13-19 age range reach their full potential.
- Possible involvement of the school learning 'mentor' or external counsellor, including social services
- Parents should also refer to the school's published Positive Behaviour policy

2.10 Special Provision for SEN students External Examinations SATs/External Examinations).

Any students who are likely to need either 'special arrangements' or special consideration' because of their statement, disability or other circumstance will have their needs identified to the relevant Examination Boards by the school's Examination Officer Ms C. Good. Suitable provision will then be made.

Similar special arrangements may be made for the KS3 SATs for students with or without a statement but who are affected by a disability or specific learning difficulty or emotional behavioural difficulty, which makes access to the test difficult .

2.11 Curriculum Development.

Faculties and Departments have ongoing commitments to raise student's attainments including that of providing for students with special educational needs to access the curriculum, and raise their level of achievement. Curriculum development is the process by which departments continually review and evaluate the appropriateness of their schemes of work, and make any necessary changes and improvements.

Section III

The arrangements for in-service training for teachers and teaching assistants in relation to Special Educational Needs.

3. The arrangements for Continuing Professional Development (CPD) for teachers and non-teaching assistants in relation to special educational needs. A full In-service policy document is available from the coordinator Mrs. B. Bryant.

Identification of training needs in relation to special educational needs is made with reference to:

- the Governing Body's evaluation of the success of the school's special needs policy.
- the School Improvement Plan.
- Department Improvement Plans.
- Training Needs as identified through the Performance Management process.

Responses may include:

Provision of information and/or advice

School based in-service training e.g. PAD days

Departmental internal in-service training. The Learning Support Department arranges its own in-service day for the SEN team annually

External training courses

3.1 Working in partnership with other agencies: Sources of advice, support and services.

Meeting the special needs of individual children will often require flexible working on the part of a number of statutory and external agencies. The school may therefore seek advice from the Local Authority (these may include: Educational Psychologist, Sensory Impairment and Educational Welfare) Health Services, Social Services and Connexions Service.

3.2 Involving parents of students with special needs.

Involving the parents of students with a statement of special education needs (Stage 5 only).

Each student with a statement will have an Annual Review or, in Year 9, a Transition Review. The annual review of the statement held in Year 9 should involve the agencies that may play a major role in the person's life during the post-school years and **must** involve the Connexions Service. Any other relevant agencies such as social services or health services will also be asked to attend. Parents and the pupil will also be invited to contribute their views and to attend the review meeting.

Involving Parents at School Action Plus

Parents' views on the following proposals will be sought and any written views or background information which parents contribute will be included in any assessment of the student when:

- the school proposes to request a move to School Action Plus
- the school requests the Local Authority to make a formal assessment of the student's special educational needs (Stage 4)
- The Local Authority decide to make a formal assessment or reassessment of the student's special educational needs.
- the parents make a request for further referral.

Students on the SEN register

Students on the SEN register at School Action Plus or above will receive an Individual Education Plan (**IEP**). This will detail arrangements to address the students' Special Educational Needs. It will outline to staff areas of concern, targets to be achieved and strategies to be used. It will include, where relevant arrangements for additional teaching or support from the Learning Support Department or from an external support service. IEPs are maintained by Teaching Assistants. A minimum of three IEPs are produced and reviewed each academic year

Involving parents of SEN pupils in the school

Parents of pupils with special needs have the opportunity of visiting the school and discussing potential problems at the school's 'Open Evening' where a representative of the Learning Support Department will be on hand. Similarly, parents may request to speak to the Head of Learning Support at the appropriate Year Parents' Evening. Initial contact can, of course, be made informally at any time pending an appointment.

3.3 How parents can make a complaint concerning the provision of Special Needs made at the school.

We regard parents as very much partners in the educational process and seek wherever possible, to involve parents and take account of their views. If parents, however, are concerned with the school's special needs provision for their child after discussion with the school's SENCo, they should send their complaint in writing to the Headteacher Mr. G. Barlow. The complaint will be investigated and parents will receive a response within a week.

The **Bury Parent Partnership** can help to prevent difficulties from developing into disagreement. Using the service is purely voluntary

If parents are unhappy with a decision by the Local Authority not to issue a statement of special educational needs, or are unhappy with the details of a statement there are opportunities for parents to meet with an officer of the Authority or to request an appeal against the authority's decision through the Independent Appeals Tribunal.

3.4 Related policy documents available from the school:

- Gifted & Talented Policy
- Individual Department/Faculty Policies
- Pupil Support Centre Policy
- Positive Behaviour Policy
- Medical policy
- Equal Opportunities
- Curriculum and Language Access Service (CLAS – ‘English as a second Language’)
- Staff Development Policy
- See also Bury Children’s Services Accessibility Strategy ‘Increasing the Accessibility of all schools’

3.5 Best Value: Use of resources.

The Local Authority allocates funding to the school to make special educational provision. Funding for students with a statement can vary from pupil to pupil. Provision is made directly by the Authority and must be spent for the individual student for whom it has been allocated. The Learning Support Department receives an annual allocation through normal capitation.

3.6 Collaboration with other schools.

Links already exist between school and Colleges of Further Education in Bury and Manchester. On transfer to Prestwich all pupil records are forwarded, this includes Statements of Special Educational Needs. Planning meetings take place regularly within the year to co-ordinate the resources and efforts of a range of external support agencies.

3.7 How the Governing Body will evaluate the success of the SEN policy.

The Governing Body will:

1. examine the effectiveness of the policy by examining its results in specific areas of special needs provision. These areas and the evidence which will be used are detailed below

2. receive a termly report from the Head of Learning Support providing quantifiable evaluation evidence on the key areas of provision below so that relevant information can be included in the School Profile

<u>Key Areas of Provision</u>	<u>Evaluation Evidence</u>
Identification	<ul style="list-style-type: none"> • Number, dates and types of concern identified by each potential source of information below. • SEN register maintained by Head of Learning

	Support
Assessment	<ul style="list-style-type: none"> • Outcomes of whole school screening NFER/Nelson • Outcomes of teacher assessment • Use of tracking information • KS2, KS3 & KS4 information • WRAT outcome. Used for placement at School Action Plus and above. • Referral to outside agencies for assessment e.g. Educational Psychologist
Monitoring	<ul style="list-style-type: none"> • Tracking information • Outcome of IEPs • Stage 5 monitoring sheets • External agency reports <ul style="list-style-type: none"> • Pupil Support Centre contract as well as mid-point reviews
Review	<ul style="list-style-type: none"> • Annual and Transition Review programme successfully completed. • IEP reviews. • External Service Reviews. • Pupil Mentoring. • Parental interviews/contacts • School Improvement Plan including Learning Support/Accessibility Strategy • SAP transition reviews
Support	<ul style="list-style-type: none"> • Perceptions of parents and pupils. • Improvements in pupil performance e.g. reading, spelling, numeracy, attendance, subject attainments, behaviour improvements, examination results. • Teacher perceptions. • External Service Level Agreements e.g Connexions
Integration	<ul style="list-style-type: none"> • Reviews of schemes of work. • Curriculum Development. • Numbers of students disapplied from the National Curriculum. • Number of pupils fixed-term or permanently excluded.
Strategic Management	<ul style="list-style-type: none"> • Whole School Improvement Plan. • Department Development Plans. <ul style="list-style-type: none"> • Self-Evaluation Form (SEF) • Learning Support Development Plan. • Staff In-Service Training. • Allocation of resources.
Partnership	<ul style="list-style-type: none"> • Parental perceptions • Perceptions of external agencies e.g. LA SEN Section, support services, Ofsted, Connexions • Parental liaison/support • Number, dates, types of parental requests, concerns and complaints: responses to these.

Date of last review: February 2007

Date of next review: February 2009