

**NORTH YORKSHIRE COUNTY COUNCIL  
CHILDREN AND YOUNG PEOPLE'S SERVICE**

**SCALBY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS POLICY**

The Governing Body referred to in this document will be taken to mean the IEB,  
until such time as a new Governing Body is established.

**HISTORY OF DOCUMENT**

<b>Issue No.</b>	<b>Author</b>	<b>Date Written</b>	<b>Approved by Governors</b>	<b>Comments</b>
<b>1</b>	<b>NYCC</b>	<b>For 2008-11</b>		
<b>2</b>	<b>V.Michael</b>	<b>August 2009</b>	<b>21.10.09</b>	

**Designated person:** Mrs V.Michael – Assistant Principal Deep Support

**Other Staff:** Mrs J.Haythorne – SEN Manager

Statement of Intent

At Scalby School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We fully adopt the NYCC policy for SEN and Disability strategy and this policy, therefore only clarifies our practice with respect to this documents.

**Aims and Objectives:**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we

believe that much can be done to overcome them by parents, teachers and pupils working together.

### Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- (a) have significantly greater difficulty in learning than the majority of children of the same age;
- (b) have a disability which either prevents or hinders the child from making use of educational facilities of a kind 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.

**Special educational provision** means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA other than special schools, in the area;

**Disabled children and young people**, as defined under the Disability Discrimination Act 1995 (DDA), have a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Impairment does not itself mean that a child or young person is disabled, it is how this impairment affects normal day-to-day activities and whether or not this is a long-term and substantial impairment.

Long-term is defined in the DDA as having lasted or being likely to last 12 months or more and ability to carry out day-to-day activities must affect one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift or carry or otherwise move every day objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk.

Physical impairment includes sensory impairment. Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Pupils with severe disfigurements are also covered by the DDA as are those with progressive conditions that are likely to change over time such as cancer. Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

The term **Learning Difficulties and/or Disabilities (LDD)** is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers and who have a disability as defined under the DDA Act 1995.

### Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that

*'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

To facilitate transition of students with SEN from Primary Feeders Kath Baggallay, the Year 7 Learning Manager and Jackie Haythorne , The SEN Manager will visit students in Year 6 from the Spring of their year of transfer to devise individual transition PEPs.

### Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

### Evaluating the success of the SEN policy

Using the 4 I model, we will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In addition, through Praising Stars © all students on the SEN register will have a progress review every 6 weeks towards their individual targets. Student progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP and PEP targets
- Use of standardised tests and GCSE results
- Evidence generated from IEP and PEP review meetings

### Identification, assessment and provision

This section defines which pupils should be identified on a school's SEN register by examining:-

- What is meant by provision at Waves 1, 2 and 3;
- How this interfaces with the SEN Code of Practice;
- Which pupils should be identified at School Action;
- Which pupils should be identified at School Action Plus;
- When is it appropriate to move a pupil from School Action Plus back to School Action;
- How a school should record its provision for individual children identified on the SEN register

### What is meant by provision at Waves 1, 2 and 3.

Mapping of provision using the 'Waves' model enables us to identify the full range of provision available to remove barriers to learning and to meet the full range of needs of all pupils. Waves are a way of categorising provision, **not children**. This enables the school to :-

- identify the gaps in their provision;

- form a strategic view of where the resources delegated to them need to be targeted in order to best meet the needs of all pupils.

Wave provision should be mapped for all vulnerable groups including those who do not have Special Educational needs, such as EAL and Traveller pupils.

### **Wave 1 provision**

Wave 1 inclusive 'quality first' teaching is a **basic entitlement for ALL pupils** as part of everyday classroom practice. It:-

- is differentiated provision which is embedded in assessment for learning so that pupils' learning can progress based on clearly identified 'next steps'.
- includes adaptations to the curriculum and teaching approaches which take account of the preferred learning styles and needs of individuals in order to remove barriers to learning and to improve outcomes for all pupils;
- takes account of support procedures which seek to maximise learners' strengths and keep them engaged in learning.

### **Wave 2 provision**

Wave 2 is characterised by intervention programmes which are put in place for targeted pupils who are not making expected progress and it takes place in a small group setting.

- Only pupils who meet the selection requirements for the programme should go into the intervention group.
- All Wave 2 interventions should be time limited.
- After a Wave 2 intervention, progress should be assessed and the effectiveness of the intervention evaluated.

For Wave 2 interventions there are a number of checklists which can give an indication of progress made such as PIVATs, SEAL materials, NASSEA EAL Steps.

**Pupils who require Wave 2 provision should continue to get good quality Wave 1 provision, to enable them to develop and generalise the skills they are learning through the additional and different approaches of Wave 2.**

The Wave 2 Provision at Scalby School consists of:

- Literacy Intervention groups in all year groups
- Numeracy Intervention groups in all year groups
- Behaviour for Learning Intervention groups in Keystage 3
- Learning to Learn Intervention groups in Keystage 3
- Additional Literacy lessons instead of MFL in Year 7
- Literacy/numeracy Booster Options at Key Stage 4

These groups are evaluated using the 4I model each Praising Stars Cycle and run for a 6 week period. The last two, run for an academic year and are more intensive programmes.

### **Wave 3 provision**

This consists of additional highly personalised, targeted interventions for a minority of learners and involves:-

- additional and different provision delivered on a 1:1 basis or small group;
- intervention for pupils for whom Quality First Teaching and Wave 2 interventions are not enough.

Good Wave 3 interventions (see DCSF evaluation document for literacy interventions 00688-2007BKT-EN) all give an expected measure of progress for the programme. All Wave 3 interventions must be reviewed **at least** every term.

**However, pupils who require Wave 3 provision should continue to get good quality Wave 1 provision, to enable them to develop and generalise the skills they are learning through the additional and different approaches of Wave 3.**

**At Scalby School, wave 3 provision includes:**

- **Individual, personalized packages for students in the Bridge**
- **Individual, personalized packages for students in the Impact Centre**
- **Individual tuition from specialists- such as EAL**
- **Dual placements with other agencies such as YCC and the PRU.**

#### **How this interfaces with the SEN Code of Practice**

Pupils will be identified on the SEN register where they have a **learning difficulty or a disability** and they **require additional and different** provision at Wave 2 or Wave 3.

In evaluating the progress that pupils make with previous adaptations to provision, whether that be through increased differentiation at Wave 1, or interventions at Wave 2 or Wave 3, a school will be able to clearly identify pupils whose progress remains a concern, and for whom further additional and different SEN provision will be needed. In other words, those pupils who;

**“make little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness”** (SEN Code of Practice)

Scalby School, will also keep a monitoring list of students through Praising Stars who are vulnerable and may need Wave 2 or 3 provision at some point in their school career.

#### **Which pupils should be identified at School Action (SA)?**

SA is an intervention process carried out within the school

- to enable curriculum access for identified pupils with learning difficulties and disabilities;
- and to improve individual pupil progress.

This may be because of a pupil’s lack of progress or their low attainment, but may be for other reasons e.g. behavioural, emotional or medical needs. These pupils still have an entitlement to Quality First, Wave One teaching in all curriculum areas. Interventions should be additional to or different from the work done in the relevant subject in class, even though some work at Wave 1 may be supported by additional adults.

If a school is able to provide a Wave 3 intervention from its own resources, for example a TA has previously been trained in Reading Intervention, **and this is supporting a pupil with a learning difficulty or disability**, the pupil will be placed appropriately at School Action.

If the pupil makes expected progress, the school needs to carefully consider the next steps for the pupil to build on this success. If the pupil does not make expected progress, the school may need further advice from an outside agency. This may trigger a move to SAP if the outside agency agree that further advice is required.

### **Which pupils should be identified at School Action Plus (SAP)?**

SAP is characterised by the school engaging with relevant external services:-

- in more detailed planning and design of interventions for pupils whose progress has continued to be limited despite carefully planned interventions at School Action;
- or those who require more regular input and advice from external services.

Funding for provision at School Action Plus is from within the delegated school budget. It is at the discretion of schools as to how to use this delegated funding most effectively, and to decide upon the external service or agency from which they will seek advice.

Where schools seek the support of external support services, those services will need to see the individual's records in order to establish which strategies/interventions have already been employed and what targets have been set and achieved. They can then advise on new and appropriate targets and accompanying strategies.

Identifying specific needs and measuring progress may require specialist assessment arrangements and or tools (e.g. PIVATS). If so, external specialists, for example educational psychologists, specialist teachers for dyslexia/ developmental coordination difficulties, speech and language therapists may be required.

A pupil should be at SAP if they are **currently** engaged in receiving provision under advice from an outside agency or they are scheduled to meet with a professional from a support agency. The impact of this provision should be reviewed in consultation with the pupil, parents and the relevant agencies **at least every six months through a formal PEP review. This will also be reviewed every 6 weeks through Praising Stars.**

### **Monitoring student progress**

We are ambitious for all our students and have set ourselves the challenging target of enabling them all to achieve 5A\*-C at GCSE. The school uses FFTD to set targets for all students. Progress is the crucial factor in determining the need for additional support. Satisfactory progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, or employment, enabling the student to access appropriate level 3 qualifications.

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. Teaching staff at wave 1 would identify this through the Praising Stars assessment process where they comment on a student's progress and effort.

Through the 6 weekly Praising Stars process, the SEN manager and Learning managers will review the progress of all students at waves 2 and 3, SA and SAP. Where a student has a significant negative residual against target or E3s and 4s (indicating poor effort) The SEN Manger and Learning Managers will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through **School Action**. If, after further consideration, a more sustained level of support is needed, it would be provided through **School Action Plus**. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment.

#### Record keeping and communication

The school will record the steps taken to meet pupils' individual needs. The SEN Manager will maintain the records and ensure access to them. These will be updated each Praising Stars Cycle. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Each student on School Action will have an IEP; each student on School action Plus and Statemented students will have a PEP.

#### School Action

When a student is newly identified as School Action, the ATA/Learning Manager responsible for the intervention programme will draw up an IEP (Example below- literacy Year 7) in consultation with the student, parent and SEN manager. These are specific 6 week targeted documents which will then be inserted in to all of the student's books and homework planner. A Copy will be held centrally on the student's record.

Any guidance on teaching strategies for this student will be circulated by the ATA or Learning Manager Responsible.



**Scalby School**

**School Action Individual Education Plan**

Name:  
Area of concern: Literacy

Year group: 7  
Start date: PS1

VMG:  
Review date:PS2

<b>Targets</b>	<b>Success Criteria</b>	<b>Strategies/Materials</b>	<b>Evaluation</b>
To always end my sentences with . ! or ? and to start them with a capital letter.	I can spot this in my own work and always do it.	Please mark these in if I forget them. I may need a writing frame.	Miss Bell to assess my work at Praising Stars
To always set out my work in paragraphs.	I can spot this in my own work and always do it.	Please mark these in if I forget them.	Miss Bell to assess my work at Praising Stars
To work on simple, regular spellings like: <i>Like, more, home,</i> And words with plausible phonetic spellings like: <i>Dinner, after, loving</i>	I spell these words correctly	Please ask me to write out THESE WORDS three times if I make a mistake. I may need you to tell me more complex spellings.	Miss Bell to assess my work at Praising Stars 2
Student contribution :			
Parent/carer contribution:			

The IEPS will be reviewed every 6 weeks, coinciding with Praising Stars.

#### School Action Plus

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within School Action.

These students will have a fuller PEP (see Appendix 1) External support services will advise on targets for a new PEP and provide specialist inputs to the support process. These records will be kept by the SEN Manger alone and updated biannually through the review process.

The progress of SAP students will be tracked through Praising Stars using the procedure set out earlier in the document. All staff teaching a SAP student must show adequate differentiation for this student in their planning and assessment.

#### Statements of Special Educational Needs

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's IEPs/PEPS
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

Statements must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will delegate the SEN Manager to organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Secondary SEN\_Policy.doc
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
  - Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
  - Set new targets for the coming year

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services. The SEN Manager with due regard for the time limits set out in the Code will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

These students will have a full PEP (see Appendix 1) External support services will advise on targets for a new PEP and provide specialist inputs to the support process. These records will be kept by the SEN Manger alone and updated biannually through the review process.

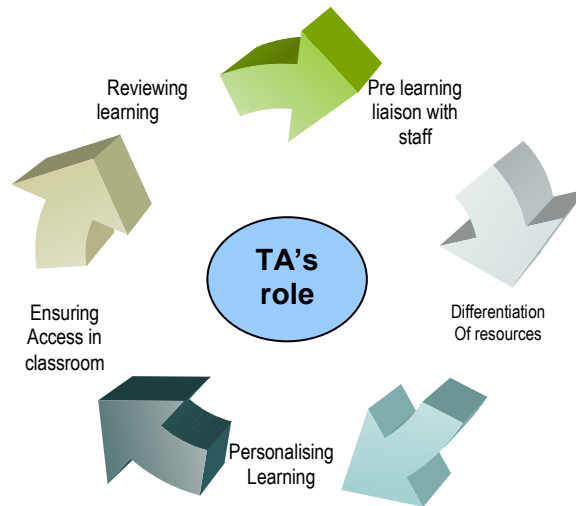
The progress of students with statements will be tracked through Praising Stars using the procedure set out earlier in the document. All staff teaching a student with a statement must show adequate differentiation for this student in their planning and assessment. It is likely that they will have individual TA support in class.

### **The role of the teaching assistant in Scalby School**

If a student is on SAP or has a statement, it is likely that an additional adult will be available to help that student make progress. It is useful first to clarify what the teacher is responsible for, as a feature of good wave 1 provision:

- Providing the TA a scheme of work for pre-teaching if appropriate
- Lesson plan available with direction for TA
- Suggestions for differentiation
- Fulfilling all access arrangements
- Make sure the resources are suitable for the student=
- Ensure ALL students make progress

The TA, then is responsible for a cycle of provision within the classroom:



### **The Inclusion Quality Mark**

**For the academic Year 2008/9, Scalby School achieved level 3. This year, we have set ourselves the challenging target of achieving the highest level, Level 5.**

### **Finance and resources**

#### **Rooms**

The Learning Support Department :

- GR4 and GR5 - The BRIDGE providing support for vulnerable groups at KS3 and Wave 2 and 3

- GR6- The HEARING IMPAIRED UNIT
- The SEN office – where confidential files are kept
- The IMPACT CENTRE- Providing personalised packages for KS4 students at Wave 2 and 3
- The MEDICAL ROOM- where the oxygen, wheelchairs and other individual provision is kept

Some rooms are open every morning before school starts and the Bridge is also open every break and lunch time for students to visit. During these periods staff are always on duty and students are encouraged to seek support for work or to use the room as a social centre.

### **Staff**

The Learning Support Department is staffed in the following way:

Assistant Principal, Deep Support, Vicki Michael  
 SEN Manager, Jackie Haythorne

#### Wave 2 and 3

Advanced Teaching Assistant Intervention, Julie Alonze  
 Advanced Teaching Assistant Literacy, Susie Bell  
 Advanced Teaching Assistant Numeracy, Kirsty Howard

#### Wave 3

General Teaching Assistant English, Jane Revill  
 General Teaching Assistant Maths, Dawn Trigg  
 General Teaching Assistant Science, Debbie Wray  
 General Teaching Assistant Hearing Impaired, Alison Lee  
 General Teaching Assistant Technology, Bill Betts  
 General Teaching Assistant Drama, PE, Lisa Barlow  
 General Teaching Assistant Emily Vickers (15 hours)  
 General Teaching Assistant Carina Pelucci  
 General Teaching Assistant Carole Benfaied/ Helen Wood (Job Share)

#### Wave 3 (Job Share Funded by IAP)

Outreach tutor, Janet Jenkins  
 Outreach tutor, Helen English

#### Wave 3 ( Inclusion placements, funded by Woodlands School)

Advanced Teaching Assistant Inclusion, Sarah Winspear

### **Funding**

There are 3 forms of finance for SEN:

#### 1. LA Statements.

Full funding by the LA for all statements with hearing and visual impairments, severe learning difficulties and physical difficulties, medical hours and statements with allocations over 25 hours will also be funded in this way. The LA also funds additional hours over the first 15 hours for statements with less than 25 hours.

2. LA formula funding known as Additional Educational funding (AEN).

A formula calculated by a 30/70% split between free school meals and prior academic attainment. AEN is delegated to the school and is used to finance the first 15 hours of all statements (if above does not apply) and all school action and school action plus SEN students.

3. Learning Support Department capitation from the school budget

**The role of the Governing Body:**

The role of the Governors is to hold the school to account and to do its best to ensure that the necessary provision is made for any student who has SEN:

- Ensure that, where the “responsible person” – the Headteacher or the appropriate governor – has been informed by the LA that a student has SEN, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have SEN. =
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with SEN joins in the activities of the school together with students who do not have SEN, so far as is reasonably practical and compatible with the student receiving the special educational provision their Learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school’s policy for students with SEN.
- Have regard to the SEN Code of Practice when carrying out its duties towards all students with SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Ensure they are fully involved in the developing and monitoring of the school’s SEN policy.
- Ensure all governors, especially SEN governors, are up-to-date and knowledgeable about the school’s SEN provision, including how funding, equipment and personal resources are deployed.
- Ensure SEN is an integral part of the school development plan.
- Ensure the quality of SEN provision is continually monitored.



