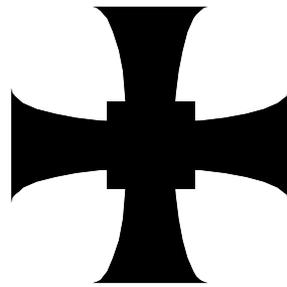


TRINITY SCHOOL



A CHURCH OF ENGLAND ACADEMY

SPECIAL EDUCATIONAL NEEDS
POLICY

Curriculum Committee

Review: January 2014

Ratified by the full Governing Body: March 2014

Next review: October 2016

SPECIAL EDUCATIONAL NEEDS POLICY

Trinity School provides a broad and balanced curriculum for all its students, differentiated to meet individual needs and abilities. Students may have special educational needs [SEN] throughout, or at any time during their school career. This policy ensures that through positive curriculum planning, assessment and provision their needs are met.

Trinity School is a Strategic Resource for Hearing Impaired students. The school is resourced to ensure there is a good acoustic environment for Hearing Impaired students, which is suitable to meet their needs.

AIMS AND OBJECTIVES

- To identify students with SEN as early as possible and share information about their needs with all appropriate staff.
- To ensure all students have equal access to a broad, balanced and differentiated curriculum.
- To provide access to the curriculum for students with special needs without disadvantaging the education of the other students in school.
- To encourage students to develop confidence and self-esteem and a sense of responsibility for their learning and behaviour.
- To work in partnership with other professionals and parents in order to achieve the best for each student.
- To ensure students with SEN can fully participate in extra curricular activities, clubs and school trips.

ROLES AND RESPONSIBILITIES

- Provision for students with SEN is the responsibility of all staff.
- The Learning Support Coordinator, SENco, is responsible for the day to day operation of the SEN policy.
- The Head teacher, the Governing Body and the appointed SEN governor, do their best to secure provision for any student with SEN. The governors report annually to parents on the success of the school's SEN policy.
- The school's admission policy does not discriminate against students with special educational needs and has due regard to the SEN Code of Practice and Disability Act.

EDUCATIONAL INCLUSION

Trinity School aims to ensure that teaching arrangements are fully inclusive paying due regard to a variety of teaching and learning styles. The majority of students will have their needs met through normal classroom arrangements, appropriate differentiation and monitoring by pastoral staff.

SPECIALIST PROVISION

Students are generally taught in mainstream classes and are allotted to a mixed ability form group. SEN students are supported in a variety of ways such as through a Home Group at Key Stage 3 if appropriate; through in class support; and through targeted withdrawal with specialist help.

Pathway 1 – most students with SEN will follow this pathway.

The SENco has responsibility for Pathway 1.

At Trinity there is a pathways approach at Key Stage 4, which includes an emphasis on both academic and vocational qualifications within smaller groups and classes.

A few high functioning SEN students do not follow Pathways 1 as they can access a more academic approach in Pathways 2. Therefore, these students are supported in class in some targeted GCSE subjects.

STAFF DEVELOPMENT

Regular staff development training is provided for Learning Support Assistants, LSAs, every week in order to update knowledge and skills. Staff development opportunities are provided through the schools' training menu and collaborative planning sessions. Outside agencies are involved in providing some of the training.

The Learning Support Teachers, [LSTs] identify training needs which are arranged in consultation with the Deputy Head for Staffing and linked to the Improvement Plan and their responsibilities within the department.

The SENCo in consultation with the Newly Qualified Teachers' [NQT] tutor provides introductory training in SEN with trainee teachers and NQTs and helps provide training and updated information for all staff regarding individual students and SEN issues. The SENCo, LS specialist teachers and advisory teachers do provide further training in Differentiation, Sp LD, [Specific Learning Difficulty] Hearing Impairment, etc through the staff development menu.

IDENTIFICATION, ASSESSMENT and REVIEW

The SENCo works with all staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as early as possible. For some students additional visits prior to joining the school are necessary. The following procedure helps inform appropriate intervention and monitoring.

- The SENCo or Learning Support teacher attends Year 6 Annual review of statements where possible and makes contact with primary school again in the Summer term.
- Liaison with Y7 tutors and SENCo to pass on information about non-statemented SEN students.
- Information to all staff about students in Year 7 and updated information on students in years 8 to 13 (distributed at the beginning of each school year)
- During first half term of Year 7 assessment of SEN students using recognised tests of reading and spelling
- Careful analysis of Cognitive Ability Tests
- Writing of individual (or group) education plans (IEPs) in consultation with parents/carers, students, teachers and support staff for students receiving additional support
- Annual reviews of Statements and at least termly reviews of IEPs
- Transitional Annual reviews of Statements are carried out during year 9 at which a Transition Plan is written by the SENCo with a representative from Inspira drawing together the views and targets of all involved. This is timed to fit in with the option choices made by all students
- Consultation takes place with specialist advisory teachers, educational psychologists, education welfare officers and others for students we feel are making insufficient progress despite intervention and support. Multidisciplinary meetings are held where appropriate.
- Links are fostered with local colleges and when students move school or go into further education, information will be forwarded to enable effective transfer.

CONCLUSION

The school is committed to meeting the needs of all students. Parents have the opportunity to seek advice and help at any time during the year from the SENCo. Any parent, who feels their child's needs are not being met, should make contact in the first instance with the SENCo, or alternatively their child's Head of House for problems other than learning difficulties. The school's complaint procedures are available from the Head's personal assistant. Under the SEN and Disability Act 2001 parents can request the services of the Local Authority's SEN Officer to help resolve any disagreements. The SENCo will provide more information about this on request. The local parent partnership coordinator can provide independent support and advice.