



Groby Community College

Achieving Excellence Together

SEN POLICY & PROCEDURE 2013-15

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Signed:.....Chair of Governors



This policy links to other college policies as it informs SEN practice.



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1. POLICY STATEMENT (Objectives, Definitions and Aims)

1.1 Objectives

The Governors of the College endorse the Leicestershire Policy for Learning Support and are committed to the following principles:

- All students are valued equally and are given the opportunity to achieve their full potential.
- In Leicestershire, every learner is entitled to a curriculum rich and varied, challenging and inspiring which enables the individual to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better world.
- Learning Support will be built into curriculum planning, pre-empting areas of likely difficulty. 'Learning support and special educational needs' refers to the whole child including emotional, behavioural, social and academic development.
- The majority of students will have their special needs met in the College without statements; learning support will be an integral part of normal curriculum delivery.
- Resources, skills, organisation and attitudes are all important in meeting students' special educational needs.
- The College Policy for SEN will be implemented within the context and spirit of the relevant sections of the 1996 Education Act and the 2001 Code of Practice.
- Students with special educational needs and their parents/carers will receive prompt coordinated and positive action, which will address the needs of the student as a whole.
- The views of the student and their parents/carers will be taken into account as appropriate.

Formal assessments will be completed within the time scales laid out in the Code of Practice in a manner that is responsive to parents.

1.2 Definitions

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

The term 'Special Needs' does not necessarily mean problems or a specific need for extra resources or specialist staff.

A child must not be regarded as having a learning difficulty solely because the language, or form of language of the home, is different from the language in which she/he will be taught at the College.

Special educational provision means:

- for a child over two years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area
- for a child under two years, educational provision of any kind - Education Act 1996 (Section 312)

Students who have special educational needs do not learn at the same rate as everyone else. This document will focus on the following:

- sensory deprivation connected with sight, hearing or speech
- emotions and behaviour
- specific learning difficulties in relation to the curriculum
- problems with development

1.3 Aims

The College promotes a fundamental belief in the equality of opportunity in the classroom and access to the curriculum.

In order to fulfil this aim the College has developed a coherent policy towards special education needs, which is integral to all aspects of its work. This Policy will be reviewed at least annually.

The College aims:

- To offer a rich and varied curriculum, based on the premise that all students have individual special needs.
- To identify students with special educational needs, physically, socially, emotionally or intellectually at the earliest opportunity.



- To collect relevant information and to consult with parents and students in assessing the student's needs and formulating the programme of learning.
- To encourage communication and co-operation between all concerned.
- To ensure that those who need to know about a student's special needs do so, but otherwise retain confidentiality
- To provide a differentiated curriculum which meets the needs of the individual
- To ensure that students with special needs are fully included in the life of the College
- To ensure and monitor the delivery of learning support in the College consistent with the Code of Practice

2. ROLES AND RESPONSIBILITIES

2.1 The Governing Body

The Governing Body, in conjunction with the Principal, determines the College's policy and approach to provision for students with special educational needs, establishes the appropriate staffing and funding arrangements and maintains general oversight of the College's work.

The Governing Body must:

- have regard to the Code of Practice when carrying out its duties toward all students with special educational needs
- use its best efforts to ensure that the necessary provision is made for any student who has special educational needs
- ensure that, where the Principal or the responsible Governor has been informed by the local authority that a student has special educational needs, those needs are made known to all who are likely to teach him or her
- ensure that the teachers in the College are aware of the importance of identifying and providing for those students who have special educational needs
- consult with the local authority as appropriate, and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of coordinated special educational provision in the local area



- ensure that the student joins in the activities of the College together with students who do not have special educational needs, in so far that it is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the College and the efficient use of resources
- ensure that details on the arrangements for students with special educational needs will be included in the college prospectus

In commenting on the implementation of the policy reference will be made which demonstrate the effectiveness of the College's systems for:

- Identification
- Assessment
- Provision
- Monitoring and record-keeping
- Use of outside support services and agencies

2.2 Governor (SEN Focus)

The College has a nominated responsible Governor who has delegated specific responsibility for monitoring the College's work on behalf of students with special educational needs.

The responsible Governor, the Principal and the SENCo will liaise at least termly and will ensure that special educational needs is an integral part of the College Improvement plan, thus ensuring continuous assessment monitoring and review of the provision for students with special educational needs.

2.3 The Principal

The Principal has overall responsibility for the day to day management of all aspects of the College's work, including provision for students with special educational needs. The Principal will keep the Governing Body fully informed. At the same time, the Principal will liaise with the SLT link to SEN/FLT, SENCo, Curriculum Leaders, Heads of House and teaching staff.

2.4 Special Educational Needs Coordinator

The Special Educational Needs Coordinator for the College is referred to as the SENCo. The SENCo's role is to underpin the work of all areas of study. However, every member of staff is responsible for the identification, assessment and teaching of students of all ability levels. The SENCo will not be given a full teaching timetable and will be responsible for the day to day operation of the SEN Policy by:

- promoting teaching and learning styles that stimulate student interest and involvement in learning



- advising Curriculum Leaders, Heads of House, Form Tutors and teaching staff in an effort to ensure that curriculum and lesson planning meets the needs of students of all levels of ability
- assisting in the development of cross-phase and cross-curricular work and to facilitate progression and continuity
- being responsible for informing staff of the special needs of students as they enter the College, in order to ensure adequate and appropriate preparations are made for their transition and induction
- Chairing annual reviews for students with Statements of SEN.
- assessing students for special arrangements for examination at the start of Year 10. This information will be shared with all staff to assist in planning teaching and learning activities
- provide appropriate strategies via the teacher toolkits for a range of SEN
- taking full responsibility for monitoring the progress of those students with Statements of Special Educational Needs and carrying out the annual reviews of their statements
- monitoring in conjunction with Curriculum Leaders the progress of all students across the college within the context of School Action and School Action Plus and Statement.
- carrying out assessments on students identified by teachers as possibly having a special need and reporting the findings to the Curriculum Leaders and appropriate teaching staff
- liaising with external agencies including the Educational Psychologist, AOT and CAMHS
- overseeing the provision of support for students with the greatest need

2.5 All Teaching and Non-Teaching Staff

All teaching and educational support staff:

- are responsible for identifying, assessing and making provision for students with special educational needs
- will refer to the current policy and procedures (Staff Shared Drive and Website) for identification, assessment of, and provision for, students with special educational needs



3. IDENTIFICATION, ASSESSMENT AND PROVISION

3.1 Organisation of Teaching Groups

Effective management, disciplinary and pastoral arrangements, and policies in the College can help prevent some special educational needs arising and minimise others. Differentiation of learning activities within the classroom will be a key aspect in meeting the learning needs of all students.

The College does not automatically assume that the student's learning difficulties always result solely, or even mainly, from their own problems. The College accepts that its own practices can make a difference to students, therefore the Governing Body, the Principal and the SENCo will be alert to patterns in the College's identification and recording of students' special educational needs. The College will also listen carefully to expressions of concern shown by parents or students and will examine its general practices and policies in the light of any such concerns and patterns.

The Governing Body accepts and supports the following statement from The 2001 Code of Practice:

The importance of early identification, assessment and provision for any child who may have special needs cannot be over-emphasised. The earlier the action is taken, the more responsive the child is likely to be, and the more readily intervention can occur without undue disruption to the organisation of the school day. Assessment should not be regarded as a single event but rather as a continuing process.

Students on entry to the College will vary considerably with regard to their overall potential and attainment. The aim of the College must be to enable every individual to achieve her/his full potential. Students and parents should expect equality of opportunity and access to the curriculum, but this does not mean that students must all be treated in exactly the same manner. The College will give special help to the less able, show a proper concern for the average and above, and at the same time cater for the gifted and talented.

All students must be given the opportunity to succeed in as many activities as possible. All students should be able to demonstrate and extend their talents in a range of disciplines including sport, culture, music and academic subjects. On entry to the College, students will be placed in mixed ability form Tutor Groups, and students with learning difficulties will be encouraged to be fully involved in all school activities.

Academic setting arrangements in some subjects will take into account the following:

- information received from the primary and high schools related to students' achievements and potential, including National Curriculum Key Stage 2 Tests results and Key Stage 3 Teacher Assessments.
- reading and spelling scores (ages)

- results of assessments carried out by faculties

- recommendations of teaching staff

The College believes that each individual student should have opportunities to develop at the level and pace appropriate to their need.

It must be stressed that the progress of each student will be continuously reviewed and movements between sets will be made when appropriate. A key feature of these setting arrangements is the motivation of students.

The College acknowledges that research indicates a major contribution to student progress and achievement is the expectation of the teacher. Teachers may underestimate the ability of students and fail to realise that some are 'late developers'. It is vital, therefore, that the College is aware of this danger and it is the duty of the College to identify potential and encourage achievement.

3.2 Identification and Assessment

It is impossible in a school of approximately 900 students, for one individual (i.e. the SENCo) to be responsible for the identification and assessment of students' needs, plus the provision of resources. It is the responsibility of the classroom teacher to provide a suitable differentiated curriculum for children on School Action and School Action Plus. Monitoring of student progress will be on-going.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age

- b) has a disability that 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 authority. Remember: *A child must not be regarded as having a learning difficulty solely because the language or medium of communication is different from the language in which he/she may be taught.*

Initial concern about whether the student has a specific learning difficulty may arise because:

- a student expresses a concern
- a parent expresses a concern
- a classroom teacher expresses a concern
- a form tutor or Head of House expresses a concern

The process of assessing and providing help for students with special educational needs, encourages early identification, involves parents actively at all stages and encourages communication and co-operation between those involved, i.e. students, parents, teachers

and specialist support staff of the local authority and other agencies. The process is divided into three stages:

- School Action
- School Action Plus
- 'Statemented' Students - 'Statemented' students are those holding a Statement of Special Educational Need

3.3 Whole College Approach

An adult working with the student identifies a problem and refers the student to the SENCo who considers the area of concern, in the context of the individual student within the whole College.

The class teacher is responsible for:

- ensuring that there is increased differentiation within the student's normal lessons
- setting clear targets and monitoring the student's progress
- collecting relevant information about the student and consulting with SENCo as appropriate
- informing the SENCo

3.4 The SENCo will address:

- identification of a student's special educational needs
- identification of the student's behavioural, emotional and social difficulties
- consulting the student's parents and the student
- collecting relevant information about the student

If the student's needs cannot be met by the subject teacher within normal lessons, a meeting will be convened by the SENCo, to involve parents, the SENCo and relevant staff to discuss the student with a view to implementing School Action.

3.5 School Action (SA)

The SENCo will be responsible for:

- keeping the Principal informed
- ensuring that the student and his or her parents are consulted
- ensuring that physically and neurologically impaired (**PNI**) students are catered for within the school environment

3.6 School Action Plus (SAP)

The SENCo takes the lead role on SAP depending upon the needs of the student, and responsible for:

- drawing on the advice of outside specialists e.g. the Common Assessment Framework (CAF)/Educational Psychologist

- working with outside specialists to monitor and review the student's progress

The review process at SA and SAP may indicate that the student's special educational needs are of such complexity or severity that it may be necessary for the local authority to carry out a formal assessment under the provision of Section 323 of the Education Act 1996. All those involved with the student – parents, staff, support services and other relevant agencies – are consulted. The College will work positively through the earlier stages and will be able to demonstrate that attempts have been made to use all of the resources available within the College.

If a statutory assessment is deemed necessary, the College will state clearly the reason for referral and submit the following material:

- the recorded views of parents and, where appropriate, students, on the earlier stages of assessment and any action and support to date
- evidence of health checks (relevant information or medical advice to the College)
- evidence relating to possible Children's Social Care involvement
- SA and SAP reports adopted, the monitoring arrangements followed and the educational outcomes
- evidence of the involvement and views of professionals with relevant specialist knowledge and expertise, outside the normal competence of the College

The SENCo will take the lead role, working with the Heads of House and Curriculum Leader(s). They will be responsible for:

- maintaining all records which may be required
- keeping the Principal informed
- ensuring that the student and her/his parents are consulted
- working with the outside specialists to monitor and review the student's progress supporting the application to the local authority
- liaising with the Educational Psychologist

3.7 Students with a Statement of Special Educational Need

Following the assessment by the Educational Psychologist as outlined above, the local authority will consider the need for a Statement of Special Educational Need and if appropriate, make a Statement and arrange, monitor and review provision. There will be an Annual Review meeting attended by all parties concerned including the Educational Psychologist, who is normally the local authority's representative.

NB. It is expected that most students' Special Educational Needs will be adequately met by SA and SAP. The whole process is seen as on-going; therefore some students will arrive in

the College having begun the procedure during their high school years. The SENCo will review these students towards the end of Term 1.

4. STATEMENTING

4.1 Formal Assessment under Section 312 of the Education Act 1996

A designated Education Officer would initiate a formal assessment generally on the advice of the Educational Psychologist. The Education Officer will also require advice from the Principal. The local authority may ask whether:

- the student is not benefitting from working on programmes of study relevant to the Key Stage appropriate to his or her age
- the student is working at a level significantly below that of his or her contemporaries in any of the core subjects e.g. a 14 year old student working at level 3
- there is evidence that the student is falling behind the majority of students of his or her age in academic attainment in any core subjects, as measured by standardised tests and teachers' own recorded assessments of a student's classwork, including any portfolio of a student's work
- there is any evidence of impaired social interaction or communication or a significantly restricted repertoire of activities, interests and imaginative development
- there is evidence of significant problems in a student's home or family circumstances or in her/his school attendance record
- there is evidence of significant emotional, social or behavioural difficulties as indicated by clear recorded examples of withdrawn or disruptive behaviour, a marked and persistent inability to concentrate, difficulties in establishing and maintaining balanced relationships with students or adults, and any other evidence of a significant delay in the development of life and social skills
- there is evidence of contributory or remediable medical problems
- there is evidence of assessment or interventions by child health and Children's Social Care. Information from such areas will be important in the case of students with severe or profound and multiple difficulties
- there are any parental views
- there is any independent evidence that the parent/s consider relevant

All the evidence and advice must be in a written manner which is readily understandable to the student's parents.

Once all advice is received, the designated Education Officer will decide whether the local authority needs to determine any special educational provision. A Statement of Special Educational needs will be made in accordance with the provisions of Section 324 of the Education Act 1996. This could mean that the local authority makes additional funds available for the 'named' student.

5. ASSESSING AND MEETING THE STUDENT'S SPECIAL EDUCATIONAL NEEDS

5.1 Testing

On entry to the College, all students will undergo a range of assessments conducted by the SENCo or the Learning Support Assistants for identified students. This data will help to inform the need for access arrangements for examinations.

Assessment data, the student's performance across the curricula, during internal examinations and Key Stage Tests, as well as information regarding her/his behaviour record will provide valuable information regarding the level of achievement or under achievement of the individual.

Curriculum Leaders and Form Tutors are charged with the responsibility of monitoring the progress of the individual and termly reports, and raising any concerns which may be expressed by staff or parents.

Assessments administered by the College will be selected from:

- High School reading and spelling standardised scores (Vernon's spelling New Group Reading Test)
- LASS (Secondary)
- High school teacher assessments
- The SEN records from the High Schools
- CTOPP
- WRAT 4 Single Word Reading
- WRAT Expanded
- The DASH – Detailed Assessment of Speed of Handwriting
- LUCID Exact/LUCID Rapid

5.2 Link Staff HLTAs (Core Subjects – Maths, English and Science)

To facilitate communication about the progress of students with SEN and to monitor the appropriateness of departmental provision for Special Educational Needs, in core subjects, one specialist TA/HLTA is appointed. The TA/HLTA are required to act as link personnel.

Link staff have the responsibility of monitoring SEN (policy, procedure and day-to-day working practice) within their own departments and areas, liaising with staff regarding the

setting of appropriate homework, classwork and examination papers. They are also responsible for collating evidence from members of their departments regarding students causing concern. Each of these students must be brought to the attention of the appropriate Head of House and/or where necessary, the SENCo.

Link staff will be expected to assume the following responsibilities:

- to liaise with the SENCo and /Curriculum Leader as appropriate
- to update the faculty records which relate to students with identified special educational needs
- to ensure that teachers are aware of each student's potential and are working towards achieving their targets
- to ensure that the progress of students on S, SAP and SA is being monitored.
- to check the suitability of resources/materials in use within the faculty
- to encourage the provision and sharing of special educational needs resources within the faculty
- to ensure that the interests of students with special educational needs are being addressed regularly at faculty meetings i.e. an agenda item at each faculty meeting.

6. CRITERIA FOR SCHOOL ACTION

6.1 The Triggers for Intervention

The triggers for intervention through SA should be the teachers' or others' concern, *underpinned by evidence*, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the College
- has sensory or physical problems and continues to make little or no progress *despite the provision of specialist equipment*
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

6.2 College Actions

An appropriate level of support will be sought from within the College's resources.

It may be necessary for an application to be made to the local authority on behalf of the student to consider providing funding or additional resources.

Review and monitoring will be implemented as part of an on-going process and will take place at least twice a year.

The SENCo will ensure that further curriculum-based assessment is carried out to draw up a more detailed and intensive learning programme for the student. Extensive planning will be required to differentiate the curriculum into finer, more easily achievable steps.

Structured observational assessment of the student's behaviour, to inform the planning of a more detailed behaviour management programme, should include the use of appropriate rewards and sanctions.

The SENCo will convene interviews with students, where appropriate, to gain their involvement in setting their learning targets. The SENCo will arrange a meeting with the parents and their child to discuss information collected to date, seek their views and agree appropriate action at SA. Where possible, parents should be encouraged to contribute to the programme of their child.

The SENCo will maintain records of the meetings. They will include a clear summary of the student's needs and the special arrangements/provisions required to meet them.

Frequent meetings involving link staff and relevant teaching staff will be required to plan, implement and monitor the progress of the student.

Copies of School Action forms will be sent to parents.

7. CRITERIA FOR PLACEMENT ON SCHOOL ACTION PLUS

7.1 The Triggers for SAP

The triggers for School Action Plus could be that despite receiving an individual programme and/or concentrated support under School Action, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and numeracy skills



- has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class group, *despite having an individual behaviour management programme*
- has sensory or physical needs and requires *additional* specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

7.2 College Actions (in addition to those under School Action)

An appropriate level of support will be sought from within the College's resources or other agencies e.g. Special Needs Support Service, SEN Advisory Service, Children's Social Care, Attendance and Improvement Officer, Health Visitor, Speech Therapist, Physiotherapist, School Doctor/Nurse, Educational Psychologist etc.

Review and monitoring will continue as part of an on-going process, at least three times a year.

The SENCo will be responsible for involving the Educational Psychologist, to carry out further student assessment and to advise on an appropriate individual learning/behaviour programme.

Further advice may be sought from other support services e.g. Specialist Support Teachers, Attendance and Improvement Officer, Speech Therapists, Clinical Medical Officers, Children's Social Care.

7.3 Information required

The SENCo will review all information gathered by the College, in respect of S, SAP and SA.

8. RESOURCING SPECIAL NEEDS

Special educational needs provision is almost wholly resourced from within the College's Annual Grant. A small number of 'Statemented' students attract funding from the local authority in order to enable the College to meet their specific needs.

The Governors are committed to ensuring that the requirements of students with special educational needs are wherever possible fully funded. Accordingly additional financial resources are allocated to:

- fund those students who are not 'Statemented' but clearly require some individual help
- fund Learning Support Assistants (LSAs)



- fund HLTAs/TAs
- fund support from external providers

All other special educational support is provided through:

- support time awarded to the SENCo who is available to work alongside teaching staff for a proportion of the week or withdraw students for individual or small group work
- voluntary helpers e.g. parents, Post 16 students assisting with literacy/numeracy support programmes.

Students with special educational needs (where appropriate) have access to:

- literacy/numeracy programmes
- a variety of programmes on the College's computer network
- specialist literacy schemes – Fresh Start

8.1 Teacher Toolkits

Teacher toolkits are used in lesson planning. The toolkit strategies for differentiation should be implemented.

The toolkits provide information and advice which does not replicate information held elsewhere; rather it helps plan effectively when differentiating/modifying materials, the classroom environment and student demands, summarise what additional or different action is required to support the high expectations of all our students in achieving learning outcomes by:

- setting suitable learning challenges
- responding to students' diverse needs
- overcoming potential barriers to learning and assessment

The SENCo, HLTA/TA/LSA, Curriculum Leader and subject teacher should ensure that the toolkits are used in lesson planning and that the strategies for differentiation are implemented.

9. REVIEW THROUGH THE REPORTING SYSTEM

The SENCo should review progress at each reporting cycle.

9.1 Review Focus

The review should focus on:

- progress made by the student
- updated information and advice



- future action

9.2 Outcome of the Review

The outcome of the review may be:

a) The student no longer needs special help:

- If the student's progress continues to be satisfactory and long term targets have been met the SENCo may decide to remove the student from School Action/ School Action Plus.

b) The student continues at School Action

- If the student's progress has been at least satisfactory.

c) The student is moved to School Action Plus

- Where progress against the targets set has not been satisfactory the SENCo may decide to call upon the expertise of other agencies inviting them to work with the student for a period of time
- Parents should be invited to contribute and informed of the outcome. It is particularly important to talk with parents in person if the College is considering implementation of School Action or School Action Plus

10. EXAMINATION PAPERS

With particular reference to internal examinations, the SENCo will work closely with the College's Examinations Officer in order to ensure appropriate differentiation and presentation are offered by test papers. The SENCo may advise the link staff about the suitability of the examination paper, and even suggest changes that should be made.

As far as external examinations are concerned a number of procedures are available to help students with special difficulties in the examination room. These include the provision of extra time, enlarged scripts, and the provision of a reader.

11. CRITERIA FOR MONITORING THE SUCCESS OF THE SEN POLICY

In such an important and sensitive area, the College should monitor the effectiveness of its SEN policy. The following criteria would underpin the monitoring:

- reviews show that the student is achieving their targets
- students enjoy a high level of self-esteem
- positive parental feedback
- statistical analysis e.g. achievements of students with special educational needs who achieve GCSE grades A*-C
- smooth transfer through the Key Stages
- staff feel more confident in managing individual needs

12. ARRANGEMENTS FOR SEN IN-SERVICE TRAINING (INSET)

- In-service training of all staff in relation to special educational needs will remain a priority for the College Improvement Plan and the staff CPD plan
- The staff training budget will be used to fund the on-going training needs of the SENCo, Curriculum Leaders, link staff and subject teachers
- Every member of staff will be made aware of the College's Special Educational Needs Policy and Procedure, and will be encouraged to view this handbook as a working document
- Staff joining the College will be introduced to the SEN Policy during their initial two days of induction, which is normally scheduled for July each year

13. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEN PROVISION

The arrangements for dealing with complaints from parents about SEN provision are:

- initial contact should be made with the Form Tutor or Head of Year
- the Head of House/Form Tutor will pass on concerns to the Principal/SENCo
- if parents are still not satisfied with the outcome of their complaint, they have the right to complain to the College's Governing Body. The Designated Governor will present any complaints at the next meeting of the Student Well-being/Teaching and Learning Committees.
- if the parents are still not satisfied they may appeal to the Secretary of State for Children, Schools and Families

14. MONITORING AND REVIEW OF POLICY AND PROCEDURE

The SENCo will report on the Policy and Procedure to the Principal as appropriate.

The Principal will report to the Governors' Student Well-being Committee on any relevant aspects of the working of the Policy and Procedure as appropriate.

The Governing Body will review the Policy and Guidance every year.



Appendix 1

CHECKLIST FOR SPECIAL EDUCATIONAL NEEDS

SENCo	
Review students with Statements of Special Educational ~Needs	3 times per year
(or HOY) – Review SA students	3 times per year
(or HOY – Review School Action Plus students	3 times per year
Attend reviews of students with Statements of Special Educational Need in Year 9 of the feeder high school	Annually
Arrange meetings with SENCos to discuss students on School Action and School Action Plus	Annually
Test or arrange for someone else to test, students in Years 9 and 10 who may be entitled to exam dispensation	Twice yearly
Liaise with Educational Psychologist and his/her Assistant plus other outside agencies regarding SEN students	On-going
Monitor work of Heads of Year in carrying out reviews and writing IEPs	On-going
Liaise with the teacher responsible for Gifted and Talented concerning provision for these students	On-going
Report to the Governing Body regarding the SEN department	Annually
Report to the Principal regarding GCSE achievements of SEN students	Annually
Timetable LSA support time	Annually
Monitor and review the work of the LSAs including undertaking appraisals	Annually
Liaise with Link managers ensuring they receive up-to-date information on SEN students	On-going
Organise staff development regarding SEN issues	On-going