



ST IVO SCHOOL

POLICY ON ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Revised in line with SEN Code of Practice 2001

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ST IVO SCHOOL
SPECIAL NEEDS DEPARTMENT

2007

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1. OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS.

The Special Needs Department supports the right of all pupils to access the curriculum regardless of their ability. At St Ivo we are determined to meet the educational needs of all our pupils.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which will prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The school's Governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, whether they have special educational needs or not, must have equal opportunity to participate in the full curriculum of the school, (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take responsibility within the school.

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving this aim:

- **Governors** – by fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy, which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.
- **Staff** – by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Needs Co-ordinator, pupil, parents and other agencies and by participating in appropriate training.
- **Pupils** – by having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.
- **Parents** – through consultation and by working in partnership with the school to help meet their child's needs.

A child is considered to have special educational needs if s/he has a learning difficulty, which calls for special educational provision to be made for s/he. A child has a learning difficulty if:

- s/he has a significantly greater difficulty in learning than the majority of children her/his age.
- S/he has a disability that either prevents her/him from making use of educational facilities of a kind generally provided in LEA schools for children of her/his age.

NB A child is not to be taken as having a learning difficulty solely because the language in which he is taught is different from that spoken at home.

2. THE NAME OF THE SENCO

Role and Responsibilities

Special Needs Co-ordinator: Mr A Kemp

3. ARRANGEMENTS FOR CO-ORDINATING THE SCHOOL'S SPECIAL EDUCATIONAL NEEDS PROVISION

The subject teacher

- Identifies that a pupil has a special educational need.
- Plans what each pupil should learn.
- Teaches pupils at all stages.
- Supervises any support staff (such as teaching assistants – TA's) involved in the learning of their pupils.
- Assesses and records whether learning has occurred and sets targets in the light of this.

Special Needs Co-ordinator

- Oversees the school's special needs policy.
- Advises teachers on how pupils might meet planned learning objectives.
- Co-ordinates provision for pupils with special needs.
- Maintains the school's special needs register and oversees the records kept by subject teachers on all pupils with special educational needs, which form part of the pupil's individual educational plan (IEP).
- Liaises and works in partnership with the parents of children with special educational needs.
- Contributes to the training of staff and governors.
- Liaises and works in partnership with external agencies, including the Educational Psychology Service, Primary Learning Support Service, Behaviour Support Service, Child Protection Service, Health Educational Service and Visual Impairment Service, as well as the medical and social services and voluntary organisations.
- Is informed by the LEA when they conclude that a pupil at the school has special educational needs and is the person responsible for ensuring that all the appropriate people know about that pupil's needs.
- Managing the TA's.

Staffing

The school has 3 full-time and 1 part-time special needs staff and 610 teaching assistant hours, divided amongst 22 staff. In addition we have regular physiotherapy, hearing impairment and visual impairment support. The school psychologist visits throughout the year as and when requested.

4. ADMISSION ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The currently agreed admissions policy of the governors makes no distinction as to pupils with special educational needs. Currently, wheelchair bound pupils cannot be accommodated although the LEA does have a programme to gradually bring schools in line with the Disability Rights Act. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school.

In the case of pupil with a statement of special educational need, the Special Needs Co-ordinator will work closely with the LEA named officer and with the SENCO of the feeder primary schools in coming to a decision about the most appropriate provision for pupils with special educational needs. There is now an expectation that pupils with statements

will be included in mainstream school and that parents wishes should only be refused in a small minority of cases where the child's inclusion would be incompatible with the efficient education of other children.

Pupils with special educational needs but without statements are treated in the same way as all other applicants for admission. The school also aims to provide for pupils not previously identified as having special educational needs. No pupil can be refused admission solely on the grounds that s/he has special educational needs.

5. ANY SPECIAL EDUCATIONAL NEED SPECIALISM OR ANY SPECIAL UNITS AT THE SCHOOL

The school three special needs teachers Mrs Mitchelson, Mr Cole and Mr Kemp all possess the Advanced Diploma in Special Educational Needs. Three members of support staff Mrs Sloan, Mrs Fielding and Mrs Taylor also have various qualifications in counselling.

6. FACILITIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS, INCLUDING THOSE WHICH INCREASE/ASSIST ACCESS FOR DISABLED PUPILS.

One room is set aside as a work base for use by the Visual Impairment Service. In addition a further room is used as a workspace for the school inclusion team. This area doubles as a workspace for those students who require either physiotherapy or work on fine motor skills. There are two further rooms in mainblock set aside for individual work, again with the school inclusion team.

One room (22) is set aside at lunchtimes for those students who wish to spend lunchtime in a more relaxed environment.

The school has yellow lines painted in all areas of the school highlighting areas for those students with visual impairment. These areas are repainted on an annual basis. In addition there are Braille notices/labels at key points around the school.

There is a school nurse present during the working day. A regular updated list of information is produced by the medical room and distributed to all staff.

INFORMATION ABOUT IDENTIFICATION AND ASSESSMENT PROCEDURES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

7. ALLOCATION OF RESOURCES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The governors will allocate funds to meet the needs of pupils with special educational needs. At the first meeting of the governing body, which approves the budget, the Finance Committee will draw the attention of governors to the amounts delegated to the school by the LEA under special needs headings in the Section 42 Statement, and to the amounts allocated for special needs in the proposed school budget. The annual report to parents will also include this information.

The governors require the Head teacher and SENCO to ensure that optimum use is made of resources. It is expected, therefore, that every opportunity will be taken to use

equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil whom they are nominally allocated.

8. IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW ARRANGEMENTS

SPECIAL EDUCATIONAL NEEDS YEAR 7

In the autumn term prior to arrival at St Ivo, the SENCO has discussions with all feeder schools regarding those students at school action plus or above (or give us cause for concern.) The aim is to ensure continuity of provision on transfer and collect as much relevant information as possible. This is now particularly important since the responsibility for requesting TA support has now to be made by the receiving school and applications have to be made by late January.

During the spring term, visits are made by the Special Needs Department to feeder schools to discuss other students with Special Educational Needs. These discussions usually take place with the Head teacher, class teacher and other relevant support staff.

In the latter part of the spring term, the Special Needs Department then re-visits the primary schools to acquaint itself with students in the classroom. A visit is made to the Primary Learning Support Unit (Huntingdon) to gain further information on those pupils with whom the unit has worked.

All relevant information collected by the end of the Spring Term is then collated. Discussions follow with the Head of Year for the forthcoming intake as to the most appropriate placement. Information affecting this decision will include:

- Balance between boys and girls
- Academic ability
- Sporting ability
- Personality, to include friendship groups

The group is the focus for most educational activities in Key Stage 3.

By September (on admission to the school) new year 7 students are screened. Students complete the London Reading Test (LRT). Results are passed on to relevant subject and pastoral staff. In addition, all teaching staff received an updated copy of the Special Needs Register.

Screening indicates that students who score either below 80 on the LRT or below 9 years on the British Standardised Test have either limited literacy or numeracy skills. These pupils then receive individual assessment by the Special Needs Department and work is planned accordingly. Groups will commence at half term and run for two terms (October – May). At this point pupils will then be re-assessed. This year all students in year 7 were re-tested using the parallel version of the LRT Form D.

There are a few students for whom a limited amount of withdrawal from mainstream lessons is seen as appropriate. The lessons used for this work is usually targeted in the Humanities area and, where possible, on a rotational basis. In some circumstances English mainstream lessons are used for the focus of both in class support and withdrawal on a limited basis. The lessons used for this work are currently under review, but nevertheless designed to have the least detrimental effect on a pupil's access to the

National Curriculum. In addition, lunchtime club is provided in room 22 for those who prefer a quieter break.

All pupils on the Special Needs Register are reviewed termly. Students who are statemented in line with County procedures have a full annual review.

For the majority of students suitable for Stage 1 support, this minor adaptation of the curriculum or of teaching methods is sufficient. Some students require further support.

At School Action there is sometimes a named or 'key' teacher to support the pupil, combined with greater information sharing with parents/carers and staff. A few students progress as far as School Action Plus when outside agencies are involved. An estimated maximum 2% require statement support.

SPECIAL EDUCATIONAL NEEDS YEARS 8/9

While it is the priority to identify and support year 7 students with limited literacy and numeracy skills, support continues for those students already identified throughout their stay at St Ivo.

At the end of each academic year a balanced support programme is organised for those who require continuing support. **The Special Needs Department tries to keep an equivalent number of support lessons in each year group and in the major curriculum areas (obviously partly determined by need).** The emphasis is on literacy and numeracy skills, with further support for social skills where appropriate. Approximately one third of Special Needs teaching time is used in the form of in-class support.

The SENCO works closely with year heads, their assistants, parents and outside agencies.

SPECIAL EDUCATIONAL NEEDS YEARS 10/11

Provision extends to all students requiring educational support in years 10 and 11. As in previous years, provision is made in timetable planning at the end of each academic year for action in September.

Any withdrawal is set against English lessons, although occasional use is made of the tutorial period. A member of the Special Needs Department works in conjunction with a member of the English Department. This has been considerably scaled down due to the large numbers of lower school pupils requiring basic literacy input.

In years 10 and 11 some students are allowed to take one fewer GCSE course and invited students follow a Communication and Literacy Skills course.

An identified group of students in years 10 and 11 now access hairdressing and motor mechanics courses at Huntingdon Regional College. This takes up one option choice and students are taken by minibus on Tuesday and Wednesday afternoons.

TEACHING ASSISTANTS

The work of the SENCO is enhanced by TA's. **Their work is to target individual pupils for support within the classroom.**

Funds are allocated by the County for those students who have been statemented under the 2001 Act. The number of hours varies annually and the figure for February 2008 is 610 hours shared between 22 TA's (both full and part-time).

All new staff receives a period of induction before commencement of work.

9. ARRANGEMENTS FOR PROVIDING ACCESS TO A BROAD AND BALANCED CURRICULUM, INCLUDING THE NATIONAL CURRICULUM

The school has 3 full time special needs teachers and 610 learning support (TA) hours, divided amongst 22 staff. The department has about 20 sixth form helpers who provide in class support mainly in their chosen sixth form subjects.

- i) **The vast majority of the TA hours are attached to named statemented pupils.** The school has made available 24 hours of TA support with Additional Education Need backing.
- ii) The sixth-form helpers provide in-class support to target either identified pupils with learning difficulties or known problem teaching groups.
- iii) The special needs teachers provide:
 - a) Small group literacy teaching in years 7 to 9 on a withdrawal basis.
 - b) Identified Team teaching in conjunction with the Maths Department for lower set maths teaching in years 7 to 11. In years 9, 10 and 11, special needs pupils are usually integrated with the 'mainstream' sets, the special needs staff team teach with a member of the maths department. Criteria have been drawn up in conjunction with Senior Management to allocate support (see page 9).
 - c) **Identified students at Key Stage 4 in years 10 and 11 are allowed to take a GCSE load reduced by one subject. In its place they follow a Communication and Literacy Skills Course taught by a member of the Special Needs Department.**
 - d) Social skills groups for social, emotional and behavioural problems, in conjunction with the Secondary Learning Support Service. Teachers from other subject areas are now participating in this work. These sessions will be timetabled during the school day. This arrangement is known as 'network 7' and is principally for year 7 pupils.
 - e) Individual counselling for pupils with social, emotional and behavioural problems.
 - f) Individual tuition for pupils with specific learning difficulties or physical handicap (including spelling, handwriting and manual dexterity problems).
 - g) Identified students outside the special needs umbrella are offered an intensive six-week programme of literacy input for three hours per week. Parental permission is sought for temporary withdrawal from mainstream lessons.
 - h) In class support across a growing number of curriculum areas. The main areas of our work are modern languages, science and humanities. In practice, no curriculum area is denied support and such subjects as technology and child development are now supported by the Special Needs Department.
 - i) Text grading of books as and when requested.
 - j) Preparation and modification of texts, worksheets, existing materials etc.
 - k) Provision of additional information and back up on pupils' acute special needs.
 - l) Identified students at Key Stage 3 are targeted for additional small group support in numeracy. These are students who are seen as potential C/D borderline pupils. This is known as the 14-16 Increased Flexibility Programme.

Group Departmental Responsibility

Emphasis is placed on the co-operative nature of the venture, supporting each other and finding workable alternatives to enable children to have access to the curriculum, whatever their specific or individual needs.

Subject	Departmental Contact	Special Needs Staff
Science	Mr A Readyhoof	Mrs C Pickering
English	Mrs C Senior	Mrs P Janson
Maths	Mr D Seekings (Years	Mrs H Hands
Maths	Mr T Dixon (Years 10 -	Mrs H Hands
Art	Miss H Carmichael	Mrs D Carpenter
History	Mrs C Ellinor	
Modern Languages	Mrs P Zahner	Mrs K Plumb
Technology	Mrs L Buchanan	Mr K Maynard
Geography	Mr R Chambers	Mrs S Keen
ICT	Mrs L Bartlett	Mrs L Brasher
RE	Mrs Kenton Howells	Mrs A Walker
Music	Mrs A Gilbert	
PE	Mr C Havard	Mrs S Keen

The objectives of the above are to build closer links with the main subject areas being supported and to share experiences so that departments can learn from each other.

CRITERIA USED FOR ALLOCATION OF SUPPORT

1. Statemented Pupils

The School has a statutory requirement to meet the needs of statemented pupils as described in the formal assessment process.

2. Pupils at School Action/School Action Plus

The majority of these students will first be identified in the process of liaison with primary feeder schools. Teaching groups containing such students are likely, therefore, to have a higher priority of support.

3. Basic Skills

The Special Needs Department places the majority emphasis on the support of basic literacy and numeracy skills, particularly at Key Stage 3. The acquisition of language skills and the progression to a minimum reading age of 10 years is seen as the basic point of access for all curriculum areas. Departments should work towards meeting the needs of pupils through differentiation.

4. Support for All

In principle, all departments have an equal entitlement to support, but the nature of the problem will determine the type of support made available. It might not always be necessary to make in-class provision, but support will be available to look at teaching strategies and materials.

5. Flexibility

The aim is to provide a flexible system which can respond and adapt to the changing needs of staff and students. Frequent changes to special needs staff timetables have to be made throughout the year to respond to changing needs. In other words, prioritisation has to take place in line with criteria already outlined, according to greatest need. The department will retain an overview in this respect.

6. Timetabling

Timetable commitments in respect of certain subject areas may restrict provision of support. Where a teaching group is seen as being in need of support in a subject area, continuity of provision is considered important.

10. INCLUSION ARRANGEMENTS

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of classwork by the subject teacher. Through careful planning, the teacher will define what the pupil is expected to learn. Once the learning objective is defined, a class/subject teacher can seek advice from the SENCO on strategies, which might be used to help a pupil achieve the learning objective. It is always the responsibility of the subject teacher to assess whether the objective has been achieved.

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials. Particular consideration will be given to the use of ICT.

All those who teach a pupil with special educational needs will be informed of the need by the SENCO. If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the Special Needs Co-ordinator will ensure that all who are likely to come into contact with the pupil are appropriately informed. Where pupils have a specific problem, a meeting will be convened of all subject teachers concerned to disseminate available information.

The new SEN Code of Practice has replaced the 5-staged model with a graduated response. The model has been adopted by St Ivo. This response is based on two principles which are central to the Code.

- Provision for a child with special educational needs should match the nature of their needs.
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

Stage 1 – This stage is no longer given a discrete name as it is expected that pupils' identified needs will be covered at this level by the usual differentiation available in the class.

Stage 2 – Becomes; School Action

Stage 3 – Becomes; School Action Plus

Stage 4 – Remains; Request for Statutory Assessment

Stage 5 – Remains; Statement of Special Educational Needs

The requirements for and school responsibilities at School Action and school Action Plus are broadly similar to those covered by Stage 2 and Stage 3 in the 1994 Special Educational Needs Code of Practice.

The new Special Educational Needs Code of Practice states that 'the Key test' of the need for action is evidence that current rates of progress are inadequate. The Special

Educational Needs Code of Practice very helpfully lists the different ways in which adequate progress can be defined. (See appendix).

The triggers for intervention at School Action and those for movement from School Action to School Action Plus are also included in the appendix.

11. HOW THE GOVERNORS EVALUATE THE SUCCESS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

There will be an evaluation of the success of this policy of the school by enquiring how effectively the pupils with special educational needs participate in the whole curriculum and all activities. In particular the Governors will come to judgments about.

- The views of parents on the working of parent partnership.
- The effectiveness of the graduated procedure in meeting needs.
- How well pupils with special educational needs take part in the whole curriculum of the school.
- How independent pupils with special educational needs become.
- How pupils with special educational needs take responsibility about the school.
- How resources have been allocated to and between pupils with special educational needs.
- Details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

The SENCO will communicate with Governors responsible to make sure that the section relating to special needs is written from an informed perspective.

12. COMPLAINTS PROCEDURE

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak in the first instance to the Special Educational Needs Co-ordinator; Mr Kemp.

13. STAFF TRAINING IN SPECIAL EDUCATIONAL NEEDS

The SENCO will inform those responsible of perceived needs with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors. In the first instance the schools inset co-ordinator will be the point of contact.

The SENCO will assist in the provision of training for teaching and support staff. In particular he will form links with the LEA and other schools to devise and share training opportunities.

The governors will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for governor training.

14. LINKS WITH FACILITIES EXTERNAL TO THE SCHOOL, INCLUDING SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICES.

Inter-Agency Work

Here is collective work between school, educational welfare, behaviour support and other link agencies. The school regularly refers students to outside agencies. They are referred to the agency most appropriate for co-ordinating a case. This does not preclude joint working, but does create clear lines of management and decision making to meet individual needs.

All cases which relate to welfare, truancy or care issues are referred to the Educational Welfare Officer.

All cases relating to behavioural difficulty at School Action Plan are referred to the Secondary Learning Support Service.

The Educational Psychologist

Students who's progress is insufficient may be referred to the Educational Psychologist. The psychologist visits the school twice termly. All year heads are given the dates at the start of each academic year. In these sessions the psychologist will see staff, pupils and parents according to need. An agenda is published in advance and distributed to interested parties.

A first discussion with the psychologist usually takes place at School Action Plus. When the referral is formalised there is a request for Statutory Assessment and the student is further assessed by the psychologist.

The Hearing Impaired Service

The teacher for hearing impaired pupils visits weekly, currently on a twice termly basis. All aspects of hearing impairment can be discussed, including exam modifications and maintenance of equipment.

Speech Therapy Service

Visits are made as and when required.

School Physiotherapist

Visits are made monthly.

Summary of Visits

Agency Specialist	Name	Visit Schedule
School Psychologist	Mr Gavin Morgan	One visit per half term as arranged
Teacher for the Hearing Impaired	Mrs Jane Gibling	Twice termly visits
Secondary Learning Support Service	Mr Chris Powell	Presently at St Ivo 1½ days per week
School Speech Therapist	Ms Sarah O'Brian	By appointment
School Physiotherapist		By appointment
Family Consultation Centre	Various Staff	Visits following a written

		request
Visual Impairment Service	Mrs A Pike	Attends St Ivo 2 days per week

15. ROLE OF PARENTS

The new Code acknowledges that 'Partnership with Parents' plays a key role in promoting a culture of co-operation between parents, schools, LEA's and others. This is important in enabling children and young people with Special Educational Needs to achieve their potential.

St Ivo values working in partnership with all parents. The views of parents will be sought at all stages of assessment and provision. All communications involving decisions will be recorded. Conversations and telephone calls will be noted, dated and initialled by teacher and parent and all letters will have a section to be signed and returned.

We will try to get to know the parents of pupils with special educational needs and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with their child at home. We take their views extremely seriously. Together, parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart.

We recognise that the failure of a parent to participate in the partnership does not necessarily indicate lack of interest or willingness. We will endeavour to handle all matters relating to special needs with care and sensitivity. We will do our best to ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of their child.

The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involved adults in more than one household, we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents or those who have parental responsibility for the pupil. We will seek to involve all parents who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

At St Ivo we endeavour to maintain close links with the home through parents' consultation evenings, named Drop-in Evenings, held approximately every six weeks. As a result of the implementation of the Code of Practice, an appointment system has had to be introduced with effect from September 1994. A fifteen minute slot will be offered to all parents on a twice yearly basis to discuss their own son or daughter's IEP. (Individual Education Plan).

The LEA has now set up a Parent Partnership Service. (Sharon Camilletti – Parent Partnership Officer can be contacted on 01223 718154 or 01223 717400 Monday to Friday 9am – 5pm). There is a message answering service. Calls will be answered within one working day.

Pupil participation is another aspect of the new Special Educational Needs Code of Practice 2001 that has been strengthened considerably.

At St Ivo School pupils have always been encouraged to contribute to the Statutory Assessment Process at:

- The initial assessment phase
- Annual Reviews
- Transition Planning
- The point when appropriate schools are being chosen; choices of school

In order for the above to take place special arrangements are made to help those children with specific needs, e.g. hearing impairment, communication difficulties.

16. TRANSITION ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Previously referred to under Section 8.

17. LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATION WELFARE SERVICES AND ANY VOLUNTARY ORGANISATIONS.

Previously referred to under Section 14.

SUMMARY

At St Ivo we are determined to meet the educational needs of all our pupils.

The school caters for the needs of all pupils with special educational needs with and without statements. All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the graduated model of special educational needs assessment and provision recommended by Cambridgeshire LEA. The SENCO is responsible for overseeing assessment and provision.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school.

A copy of the Special Educational Needs Policy is available on request.

APPENDIX 1

TRIGGERS INDICATING THE NEED FOR INTERVENTION AT SCHOOL ACTION

The child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum area.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- 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.

TRIGGERS INDICATING THE NEED FOR INTERVENTION AT SCHOOL ACTION PLUS

Despite having an individualised programme and/or concentrated support under School Action, the child or young person:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at National Curriculum levels substantially below chronological age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

APPENDIX 2

ADEQUATE PROGRESS

The Special Educational Needs Code of Practice (2001) states that adequate progress can be defined in a number of ways. For example, it might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

There are 2 additional points to the secondary phase of education:

- Is likely to lead to accreditation
- Is likely to lead to participation in further education