

SEN Policy



MOUNT
BARLBOROUGH HALL
EDUCATING MEN AND WOMEN FOR OTHERS SINCE 1842

ISI Regulatory Code – A

Policy written by – Rachel Carey

Policy Date – 16/10/15

Approved by Compliance team -

Ratification from Governors –

This Policy is for Mount St. Mary's College

Linked Policies -

Review date October 2016

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Aims and Objectives:

The Learning Support Department (LS) provide additional help for all students in their everyday school life, as well as targeted help for pupils with a Specific Learning Difficulty.

The Department also manages and oversees the provision for pupils with Statements/Education Health and Care Plans (EHCP), liaising with Local Authorities to ensure the provision is suitable, to generate targets, and to monitor and track progress.

Pupils accessing Learning Support may have SEN or AEN, or sometimes just require support with very specific areas of their learning, such as study skills or handwriting. The Learning Support Department provides necessary support to pupils at the school specific to their learning need and based on diagnostic information and profiling, feedback from pupils, parents and teachers, and referrals through both academic and pastoral routes.

The LS Dept also has a role to play in raising awareness of learning difficulties and disabilities throughout the school, eg. by contributing to staff inset as well as where appropriate PSHE sessions.

In addition, the department also serves as resource for staff, providing advice for staff in how to support students with a wide range of needs.

Individual Education Plans are in place for all pupils at 3rd wave intervention (these are being phased out and replaced by a Learning Profile document which is being developed 2015/16 for whole school use); targets are generated and reviewed twice yearly through feedback from teachers, pupils and parents. IEPs are currently published on ISAMS.

Timetable Allocation:

LS provides support for students in several different ways:

- 3rd Wave Intervention (students withdrawn from curriculum lessons) timetabled as follows:

Upper Elements - 3x French

Figures – 3 x French

Rudiments – 3 x FR

Grammar & Syntax – 4 x MFL (1x Studies 1-1)

Poetry & Rhetoric – 2 x studies

Where we have prior knowledge students to access these groups are confirmed prior to the new school year with parents and lists are then forwarded to the Academic Deputy; screening occurring throughout September/October (based on referrals from HoL/English Department) and class lists finalised by October half term.

- In-class support
A small number of LSA hours are available to be utilised by the LS Co-ordinator for in class support for non statemented students
- 1:1 Learning Support Assistants (LSA) work with statemented students

LSAs may have overall responsibility for a student, however will not be attached to that student for all lessons; they will be deployed according to the needs of the pupil as determined by the LS Co-ordinator in liaison with parents, Local Authority representatives, medical and therapeutic experts and other outside agencies.

- LS Co-ordinator mentors all LS students both in an academic and pastoral capacity.

Staffing:

Rachel Carey (Learning Support Co-ordinator (SENCO))

Mary Kelly (SEN assistant)

LSAs:

Val Wake

Will Hopkins

Tom Evans

Staff Development:

The LS dept has an up-to-date file containing CPD opportunities relating to SEN and AEN for all members of staff, this is located in the office.

CPD is discussed with the LS team as part of the Performance Management process or when the need arises.

The Head of Learning Support arranges INSET presentations as appropriate.

Health and Safety:

The Health and Safety policy is kept in a red file in the LS office. This contains a copy of the risk assessments for the department.

Facilities and Resources:

2 x Learning Support rooms (2 & 3)

1x laptop

2x dynadocks

7 x PCs

2 x interactive whiteboards

Assessment:

An assessment may be carried out as the result of a teacher referral, parents must be consulted if this assessment requires more investigation further to in-class observation.

Assessment may also be carried out as a result of parental request.

Within LS, assessment is used to gather baseline data, inform teaching and learning, and monitor progress. Diagnostic assessment for SpLD dyslexia is also completed in house, as are assessments for the purposes of the Exams Office making applications for Access Arrangements. The Learning Support Department also uses CEM data to identify those who appear to be performing below their expected range, and to ascertain areas of strength

The department has access to a range of assessment materials. Assessment may take the form of the following:

- In-class observations
- Reports from members of staff
- WIAT-II
- KBIT 2
- CTOPP
- Dyscalculia Screener
- Hedderley Sentence Completion test
- PATOSS handwriting speed assessment
- Class work
- Other tests as appropriate
- Outside agencies

The Learning Support Co-ordinator is trained and qualified to assess for exam access arrangements according to JCQ and CIE criteria.

Marking Policy:

Marking is carried out **where appropriate** according to the school marking policy (attainment grade A –E, effort number 1 -4 at K4 at KS3). In most circumstances assessment of work will be carried out through 1-1 discussion and no mark will be attached to a piece of work, the outcome will be evaluated by LS teacher, student, and student's peers.

Homework:

LS does not set homework, but will provide additional work where specifically requested by parents.

LS also supports students with their homework from other subjects.

Reporting and Tracking:

At transition the Head of Learning Support liaises with the Academic Deputy and SENCOs of feeder schools to obtain data and inform planning for new SEN/AEN students.

The LS Dept keeps an up-to-date Inclusion Register on ISAMs. Parental permission must be sought for new additions to the register.

IEPs/Learning Profiles contain targets to develop pupils' skills and academic performance: these targets are published to and monitored by all teaching staff whose feedback generates new targets twice a year. Targets may be social, relate to study skills, organisation, focus, or specific literacy and/or numeracy attainment dependent on the needs of the pupil.

Students at School Action are assessed using, at least, WIAT-II, and the results feed into access arrangements for internal exams.

Public Examinations:

The LS Co-ordinator provides assessment data, diagnostic reports/Form 8s, and recommendations to be used by the Exams Officer to apply for access arrangements for external examinations

Teaching and Learning Strategies:

Students are taught in small groups to allow personalised learning as far as possible. LSTs will aim to develop areas of difficulty, with a particular focus on IEP targets, lesson objectives can be personal to individual pupils or can focus on whole group needs (for example learning skills such as research or evaluation) .

Where appropriate, teaching and learning are informed by outside agencies.

Statements/EHCPs:

Where it is felt by the Learning Support Co-ordinator and Headmaster that the needs of prospective pupils with EHCPs can be met by the school we aim to ensure that they have access to the full curriculum, or a programme of study agreed with parents, pupil, Local Authority and other agencies where appropriate, in order to meet the needs of the pupil.

A pupil with a statement/EHCP may access Learning Support provision as 3rd wave timetabled intervention, or 1-1 sessions with the LS Co-ordinator based on need.

The Learning Support Co-ordinator deploys provision such as LSA time where appropriate, and is responsible for monitoring progress across the school, and ensuring that the terms of the statement/EHCP are being met. Pupils with statements/EHCPs have IEPs/Learning Profile targets that are reviewed and renewed at least twice each year, and the LS Co-ordinator convenes and chairs review meetings with representatives of the Local Authority,

parents, medical/therapeutic experts, other agencies. The LS Co-ordinator maintains up to date files on pupils with Statements/EHCPs.

The LS Co-ordinator maintains regular contact with parents and outside agencies in relation to pupils with statements/EHCPs, and provide regular inset to staff in relation to pupils' needs.

Display Policy:

Displays contain a variety of student work and other relevant material, including material that promotes inclusion, equality and understanding of SEN/AEN. Where possible, backing paper, boards and laminating should be used to enhance the display.

Displays will be located to allow for an uncluttered area around the whiteboards in line with BDA recommendations for learning environments

Extra-curricular Activities:

LS provide the following activities:

Book Club (Upper Elements – Rudiments) – Tuesday

1-1 sessions by prior arrangement – Tutor times

Updated Autumn 2015 by Rachel Carey