

*Sprowston Community*

*High School*

*SEN Handbook*

Updated November 2009

SEN Handbook 2009-10

## SEN Handbook 2009-2010

### Staff:

- **SENCO:**

Chris Davies

- **SEN Teachers:** Areas of Expertise

Jill Brahams 0.4 Individual programmes - literacy, dyslexia, study skills

Allyson Hewitt 0.6 Statement reviews, LSA mentoring, EAL overview

**Other professional staff**

Bob Bates 0.1 Individual counselling

- **Learning Support Assistants:**

Amanda Burvill	30 hours	Susan Loynes	15 hours
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Julie Rust	30 hours	Carole Harris	24 hours
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Ros Howes	30 hours	Karen Winter	30 hours
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Orla Wyatt	30 hours	Amanda Parker	17 hours
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Polly McGill	30 hours	Mark Johnson	24 hours
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Katie Shoot	30 hours	Miranda Shaw	15 hours
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Karen Coe	30 hours	Emily Vince	18 hours
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Beverley Trigg	30 hours	Amy Bedder	16 hours
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Sarah Thorpe	21.5 hours	Natasha Lee	30 hours
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Melinda Fargo	18 hours		
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Karen Dawson	30 hours		
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Fiona Leggett	20 hours		
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Appendix 1

- **Leadership Team Link:**

Des Reynolds

- **SEN Governors:**

Jane Sexton and Janet Mayes

- **SEN Admin:**

Sam Wickham

### Faculty Aims

- To promote the inclusion of pupils on the SEN alert in the day-to-day life of the school by supporting their academic, social and emotional progress.
- To raise expectations of staff and students.
- To ensure SEN policies and practices are clearly understood by all staff as well as parents.
- To pay regard to the requirements of the Code of Practice (2001).
- To implement the school SEN policy.

Appendix 2

**Faculty Ethos**

*Warm and welcoming to pupils and parents*

*Supportive of colleagues*

*Flexible and creative*

**Faculty Improvement Plan**

Members of the SEN team have identified areas of potential improvement for this year. These are detailed in the Faculty Improvement Plan.

Appendix 3

**Year Plan**

In order to facilitate medium term planning the departmental year plan details all major tasks to be completed throughout the year by each half term and indicates responsibility where this is appropriate.

Appendix 4

## **SEN Procedures:**

### **1. Identification and Assessment**

Pupils are assessed in line with school policy on entry by:

- CATs tests (Cognitive Abilities Tests)
- NFER reading tests for all of Year 7 and at the end of Year 9 / start of Year 10
- Youngs Parallel spelling test for pupils in Years 7 and at the end of Year 9 / start of Year 10.
- Detailed discussions take place with Junior school staff regarding the needs of all children during the summer term before intake in order to inform the SEN Alerts which are drawn up before the start of the school year.

As a result of the analysis of initial assessments some pupils may be assessed further to investigate learning difficulties or aptitude. In addition, pupils may be referred to the SEN department by teaching staff, Heads of Year, Inclusion staff, parents or by themselves. These assessments will be made using one or more of:

- Instines – computer based dyslexia diagnostic
- NFER – computer based dyslexia diagnostic
- Colour overlay screener – computer diagnostic
- Bangor Dyslexia Test
- Diagnostic Spelling Profile
- Neale Analysis of reading ability
- Wordchains
- PHAB test
- BPVS
- Ravens Progressive Matrices

### **2. Transition**

We view the transition from Junior to High school as a significant event for the children concerned and we try to make this process as smooth as possible for pupils and parents, while ensuring it is informative for all colleagues.

- Prospective pupils and parents are encouraged to introduce themselves at the school's November intake evenings. The SEN team also welcome meeting parents and pupils at other times of the year, particularly to discuss the nature of individual special needs. The SENCO will attend Year 6 Transition Statement reviews when invited by the Junior school.
- During the summer term all the main feeder Junior schools are visited. All intake pupils are discussed and information gathered particularly regarding those pupils with identified SEN.
- Pupils for whom it is expected that transition could be problematic may be invited to take part in one of the "Transition groups", run in co-operation with the School Support Team. One group usually focuses on those pupils with potential behaviour difficulties, another on those pupils whose learning difficulties or whose anxieties about transfer are of concern.
- A parents transition meeting may be held in July for parents of pupils on the SEN Alert.
- Pupils who transfer from another school during the school year are usually assessed by SEN staff for reading, spelling and numeracy unless such information is available directly from the previous school.

### **3. Referrals.**

Individual pupils may be referred to the SEN team for assessment of learning or other difficulties by any member of the school staff, other professionals or by parents at any time during the year. This is

done usually by direct discussion with members of the SEN team. New referrals are noted on the whiteboard in the SEN office pending investigation and may be discussed at the weekly team meeting.

#### **4. Learning Zone – The Rules of Engagement**

Colleagues often request that pupils work in the Learning Zone for part of their timetable, on a temporary basis or for a more extended period of time. While we will always try to accommodate such wishes, action on these requests is contingent on there being:

- Physical space to accommodate the pupil
- Staff available to work with the pupil
- Groups not timetabled to work in the room
- No potential personality clashes with pupils already working in the LZ

Times for pupils to work in the Learning Zone must be negotiated and agreed with DL in order to ensure that the above criteria are met and that there is no interference with and distraction from ongoing work in the Learning Zone - e.g. pupil assessments, preparation for and holding statement reviews, meetings with parents etc.

## 5. SEN Alert

Our view is that it is essential that all teaching staff are fully apprised of the needs and abilities of the pupils in the groups they teach. To this end an SEN Alert which summarises the pupils needs are compiled for each year group. These indicate which pupils are at *School Action*, *School Action Plus* and those pupils with a *Statement*. These information sheets would formerly have been known as the SEN Register. In addition, we feel it is important that all staff are aware of those pupils whose progress needs to be closely *monitored* as those pupils may have had in the past, or may need at some time in the future some special provision, and who may therefore be moved to *School Action*. These pupils are also entered on the alert.

- SEN alerts are compiled for each year group and issued to all staff in September. A copy is displayed on the staffroom SEN Noticeboard and a master copy kept in the SEN base – “The Learning Zone”. All staff are encouraged to refer to these alerts when getting to know their classes. We also welcome discussion with and comments from staff about pupils.
- The Year 7 alert is rewritten and reissued to all staff towards the end of October, in the light of the analysis of assessments and of our getting to know the pupils. Reading and spelling scores are also added at this time.
- The Year 10 alert is modified by the addition of updated reading and spelling scores and reissued to staff towards the end of October.
- The Year 8 and 9 alerts are updated during the Spring term.
- SEN alerts for all year groups are monitored throughout the year and updated in the light of pupils progress and changing needs.
- The SEN alerts are available for all staff to view on the school ICT network on “Staff” drive, in the “SEN” folder.

Appendix 5

## 6. Pupils with a Statement

We aim to offer pupils who hold a statement as inclusive an experience as possible throughout their school career.

- Pupils with a statement are identified to staff by their entry on the SEN Alert.
- Staff teaching statemented pupils will be issued with a "Pupil Profile" summarising their needs. This forms an integral part of the IEP (see point 8, below).
- All statemented pupils are regarded as fully integrated members of the school.
- All statemented pupils are encouraged to participate in, and supported through the broad and balanced, and appropriate curriculum on offer for all pupils and to take part in other curricular activities offered by the school.
- Year 9 pupils and their parents will be offered advice from SEN staff regarding suitable curriculum choices for Y10-11 courses.

## 7. IEPs

We regard Individual Education Plans (IEPs) as unique, pupil centred documents which indicate targets that are different from those which form part of the teachers normal differentiated planning. The IEP will encompass three domains: Knowledge; Skills; and Attitudes. While it will specify targets for the latter two, knowledge targets will normally be met by routine classroom practice with reference to the relevant schemes of work. The IEP is seen as a process through which the child is guided.

IEPs are generated for all Statemented pupils (and may be appropriate for some other pupils at School Action and School Action Plus) by means of the "IEP Pack":

- The IEP Pack encourages discussion between staff and pupil about the necessity and priority for targets on the IEP. Some pupils will require careful guidance through the pack, depending on reading ability, level of maturity etc. It is important that the pupil plays a central role in the setting of the IEP. Parents may be involved but should be kept informed. One of the SEN staff will normally take charge of guiding the pupil through the IEP pack, although this function may be fulfilled by Head of Year, form tutor.
- A "master IEP" is printed by Janet Mayes (school office) which may include many agreed targets.
- Further discussion with the pupil may be necessary to prioritise targets. The "**Core IEP**" is then produced as an "**IEP Check**" which will normally have between 3 and 5 targets and provides the opportunity for feedback on progress. SEN staff, LSAs, form tutors or Head of Year may take responsibility for monitoring progress.
- The **IEP check** will be given to the teacher each lesson by the pupil and will provide direct feedback regarding progress.
- In a few cases it may be helpful to provide the pupil with a "Self Check IEP" which encourages the pupil to monitor his/her own progress.
- A copy of each IEP is placed in a folder in the staff room, in a folder in the SEN base, in the pupil's file and may be fixed into the pupil's journal (reduced to 75% on the photocopier).
- SEN staff, including LSAs, should encourage pupils to revisit and revise IEP targets in the light of progress made.
- For a minority of pupils it may be useful to quantify or measure progress by concrete, visual means. This can be done by agreeing a daily target score with the pupil, which is usually between 35 and 40, using the school marking scheme as reference (where 8="good" and five "good" lessons in a day would give a total score of 40). This technique can be supplemented in a minority of cases by **traffic-lighting** where daily scores are recorded in the calendar in the pupil's journal and colour coded: Green = target score reached; Red = target not met for that day. This very effective technique, is however time consuming to put into practice and will therefore be used only when necessary and over a restricted time span.

## Appendix 6

## 8. Pupil Profiles

**Pupil Profiles** are written to inform teaching staff about pupils' strengths and needs. They inform the IEP and indicate special provision which is made. A concise summary of the needs, abilities and teaching requirements for all statemented pupils and for some other high profile pupils with SEN, is written and issued to all relevant teaching and support staff at the beginning of the year. It will include a pen picture of the pupil and will indicate any special provision which will be made for that pupil. These documents may be updated, reviewed and re-issued during the year as necessary.

Each pupil profile should be:

- Concise and informative
- Issued to all relevant teaching staff including Head of Year and form tutor

- Kept in a file in The Learning Zone, a copy kept in the staff room. A copy will be available for staff to read on the school ICT system on O Drive/ SEN/Pupil Info/*name*;
- Updated when necessary;
- Cross-referenced with the Core IEP and IEP Check.

Appendix 7

## 9. Monitoring and reviewing Progress

Monitoring progress is as important a function of the SEN faculty as encouraging progress.

- **Statement reviews.** These are convened according to the Statement Review Year Plan. All teaching and other staff involved with the pupil concerned are circulated and comments summarised before the meeting. Appropriate teachers (e.g. Head of Year, form tutor, KS leader), supporting LSAs, and any outside agencies involved will be invited. Parents and the pupil are expected to attend. Notes are word processed and circulated to the relevant parties by the designated SEN administration secretary in the school office.
- **IEP reviews.** IEPs may be reviewed with the pupil and a member of the SEN team, Head of year, form tutor or other teacher, if necessary.
- **Pupil mentoring.** SEN staff, including LSAs, are linked with Statemented and some high priority School Action and School Action+ pupils. They will support in class, observe in other lessons to gain an overview, may work on a one-to-one with the pupil, will attend statement reviews and will communicate with parents regularly.

Re-testing. A great deal of testing already takes place within the school system. Some pupils (e.g. Y8 bottom set English) may be re-assessed for reading progress during the year. Other progress tests and psychological assessments may be used when necessary.

## 10. Learning Support

We aim to maximise pupil progress by ensuring that a wide range of SEN pupils' lessons are supported in the classroom. The inclusion of pupils is inherent in our practice of providing in-class support by the team of LSAs and SEN teachers wherever possible. In some cases it may be beneficial to withdraw pupils for individual work.

- The in-class support timetable is formulated during half term 1 according to developing needs - particularly in the light of our increasing familiarity with the needs of year 7 pupils.
- Some areas of need can be identified before the end of the summer term and support tentatively allocated.
- All staff are asked to request support for classes which have pupils with SEN at the start of the September term.
- LSA support is allocated in order to give a fair balance across subjects, teachers, year groups, LSA skills, and where it is most effective for SEN pupils.
- Priorities will be drawn up according to the level of pupils need and in the light of any requirements written into pupil statements.
- Years 7 and 8 will be considered priorities in order to give pupils newest to the school a good start. Support will continue in years 10 and 11 in many cases. The aims of in-class support should be to pupil focussed and to maximise progress while encouraging independence of learning.
- LSA support will be allocated to classes in order to give as much continuity as practicable. Support may be moved to other classes should priorities change.
- Requests for LSA support for specific tasks can be considered at any time during the year.

Appendix 8

## 12. Literacy Support

A number of strategies are in place to support the development of literacy throughout the school:

- **Reading Support Rota.** Year 7 and Year 8 pupils with the lowest attainment in reading are identified and placed in groups for a targeted reading programme. The programme will continue into Year 8 for suitable students.
- **Paired reading:** Year 7 and some Year 8 pupils with literacy difficulties are paired with Y12 pupils and take part in regular reading practice. The Y12 students are trained and supported in their role by a member of the SEN team.
- **Specific Learning Difficulty – Dyslexia:** Identified pupils may be withdrawn from timetabled lessons to take part in an individual multisensory learning programme. 30 minute lessons will be undertaken weekly, fortnightly or monthly, dependant on priority of needs. The main emphasis will be for pupils in years 8 and 9, although many pupils will continue to take part in the programme through years 10 and 11. Some students in years 12 and 13 will also benefit from this programme.
- **Study skills:** An individual study skills programme will run for pupils with literacy/organisation/dyslexic difficulties. This one-to-one programme will run monthly and will be of most benefit to pupils in years 10 and 11.
- **Computer aided learning:** Some pupils will benefit from regular use of one or more of the IT programs to support their literacy development. The use of Success Maker, Education City.Com, Lexia or Wordshark may supplement taught programmes. These programs may also be used in a stand-alone manner. They may also comprise a significant part of an individual pupil's inclusion package.
- **Handwriting support:** A handwriting support programme operates to support, teach and reinforce good handwriting practice.

## 13. Emotional Wellbeing Support

- **Counselling:** Pupils may benefit from contact from the teacher counsellor. We will also engage the support of counselling services from other agencies when appropriate.
- **LSA-Pupil links:** Pupils' wellbeing may be monitored during link monitoring sessions as well as on-going contact during in-class support. Any concerns will be fed back to SENCO, other appropriate staff and the LSA team.

## 14. Exam Access Arrangements

- Arrangements for GCSE exams are put in place at the start of year 10 and continue into year 11, and may continue to years 12 and 13. These most commonly consist of additional time for written examinations in line with current regulations, however other special arrangements may be applied for according to pupils' needs (e.g. reader, amanuensis, transcript, rooming, use of computer). Confirmation is sent to parents by letter. This is done in conjunction with the exams officer.
- Faculties will be encouraged to ensure that pupils are entered for courses and exams at an appropriate level: at GCSE or other entry-level award level.

Appendix 10

## 15. Information and Communication

The exchange of information between colleagues about pupils' abilities and special needs is fundamental to their progress. All staff are teachers of pupils with SEN and need to have relevant information and advice to hand.

- All staff are fully appraised of up to date information which includes SEN Alerts, reading, spelling and other test scores, Pupil Profiles, IEPs, and other relevant documentation. In addition, copies are found on the SEN notice board. This is issued at the start of the year and updated throughout the year.
- SEN information will be passed to relevant staff in the Kett 6<sup>th</sup> Form relating to pupils moving into Year 12.
- SEN staff have an increasingly advisory/consultative role to play.
- SEN records are summarised on the school ICT network. The SEN folder on the appropriate Staff Drive holds SEN information which is available in read-only format to all staff. This includes copies of SEN Alerts. Information on individual pupils is held in a pupil folder and contains:
  - SEN event summary
  - Pupil Profile (if appropriate)
  - IEP (if appropriate)

These documents will be linked to the SIMs system.

- A member of the LSA team is linked to each Faculty and Year group to represent SEN issues at faculty / Year briefings and to act as conduit to and from SEN Faculty.
- There are regular meetings between SENCO and Heads of year regarding pupils causing concern and / or pupils' progress. Form tutors and subject staff are encouraged to discuss issues regarding pupils both informally and formally.
- A weekly SEN team meeting will take place to share information and observations regarding pupils, to discuss matters of Faculty practice. These meetings may also focus on INSET issues, as appropriate.
- The Faculty diary is an open document; referred to by all members of the team in order to keep abreast of the daily and weekly agenda.
- LSAs are able to gain an overview of pupil progress in a variety of lessons and may be expected to feed back to the SENCO and the rest of the SEN team. This may be done at the fortnightly Faculty meetings (Wednesday mornings) or at other appropriate times.
- SENCO will meet with the LT link (RY) formally every fortnight, and at other occasions as necessary. The Leadership team link will consult with the SENCO when issues which have implications for SEN are discussed by the Leadership Team.
- The SENCO will write a report for the SEN Governors which will be presented to the Governors at each meeting.
- The SENCO and / or SEN teachers will attend all parents evening to facilitate good communications between the SEN Faculty and parents. It is considered good practice to pro-actively make contact with some parents, but it may also be necessary to accept referrals from colleagues "at the event" or even from parents directly.
- A SEN note should be written in each issue of the school newsletter.
- SENCO will attend the local SENCO network meetings.

## 16. Outside Agencies

Good relations with outside agencies are valued and encouraged. We work with a wide range of professional and voluntary colleagues.

Appendix 11

- **SST.** The School Support Team comprises Behaviour support teacher and Educational Psychologist. There is regular contact between members of the team and the school. A formal meeting takes place once a term. The Education Social Worker and Youth Team representatives may attend this meeting.
- **EAL.** English as a Second Language. Regular and appropriate liaison will take place between the Faculty and staff from the EAL service to facilitate and monitor pupil's progress.
- **Sensory support.** Referral to the LEA service is made when necessary for assessment of visual and hearing abilities.
- **The local Youth Service** work with a number of groups of pupils
  - **Short Projects** – working with a range of pupils in years 7, 8, 9 and 10 on themes such as settling in, making friends, raising esteem, confidence, assertiveness. Appendix 12
- **Connexions.**
- **Health and Social Services.**
- **School Nursing team**
- **Parent Partnership** - give advice to parents and may attend statement review meetings.
- **Voluntary bodies:**
  - **“Connects & Co” Young Carers support group**

## Effecting SEN

### INSET

The SEN team have responsibilities to keep their own knowledge and skills up to date. They also have a role to play in developing the knowledge and skills of the staff as a whole.

- The SEN team may offer training sessions for colleagues on specific issues during INSET days.
- These days may also be used to pass information to colleagues about general SEN concerns, as agreed with INSET co-ordinator and Leadership team.
- All members of the SEN team will be encouraged to keep up to date with SEN issues by attending appropriate INSET.

### Resources and Facilities

- The SEN base is known as The Learning Zone. This comprises one teaching room with reading area, a small teaching room, an individual workroom, a staff base (which doubles for counselling work) and the SEN office.
- IT facilities comprise 6 networked computers in the main part of the Learning Zone and 3 in the small room.
- Photocopier, colour printer.
- Learning support software
  - Success Maker
  - WordShark
  - NumberShark
  - Units of Sound
  - Lexia
  - Clicker 5
- Reading Corner with range of age appropriate texts.
- Support materials for a range of subjects.
- A small library of reference material on some of the more common/unusual/interesting special needs and syndromes which will inform our practice in managing relevant pupils. These may be referred to by members of the SEN team or borrowed by subject and form tutor colleagues.

Appendix 13

- Patience!

## **Curriculum**

- The department will encourage other faculties and departments to investigate and deliver entry level courses which are suitable for pupils with SEN.

## **Budget**

The SEN budget comprises:

### **1. Income**

- LA formula allocation including;
  - School Specific Funding
  - Pupil Specific Funding
- Special grants (ESL)

and

### **2. Expenditure**

- SEN staff
- Capitation

Appendix 15

**List of Appendices:**

1. SEN Staff areas of expertise and/or responsibility.
2. SHS SEN Policy
3. Faculty Improvement Plan
4. Faculty Yearplan
5. Concern sheets (SEN Alert)
6. IEP pack
7. Pupil Profile
8. In-class Support timetable
9. Front of School Procedures
10. Exam Special Arrangements
11. Contact numbers
12. Broadland District Youth Team Projects
13. Reference materials and publications
14. Local Geography and History Scheme of Work
15. Budget statement