

The APC has adopted the Special Educational Needs policy recommended by WSCC.

General Principles

- ✦ All pupils attending WSAPC have, by definition, Special Educational Needs and are considered to be at SEN Support¹ of the Special Educational Needs and Disability Code of Practice 2014.
- ✦ All students are entitled to have their individual needs addressed while attending WSAPC.
- ✦ Staff at WSAPC will ensure, in their planning and teaching, that the Special Educational Needs of each pupil are provided for and that each student is given an opportunity to realise their potential as fully as possible.

Disability Discrimination

The Special Educational Needs and Disability Regulations 2014 are adhered to. Wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education. The disability discrimination duties provide protection for disabled pupils by preventing discrimination against them at school on the grounds of disability.

Policy aims

This policy is to be read in conjunction with others such as the Teaching and Learning Policy, the Inclusion Policy, Behaviour Policy, and the Quality Improvement Plan (QIP).

Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a difficulty in learning if they:

Have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Roles and responsibilities

The Heads of Centres have responsibility for:

- ✦ Overseeing the day to day operation of the SEN Policy
- ✦ Co-ordinating provision for pupils
- ✦ Overseeing the records of all pupils
- ✦ Regularly reviewing and monitoring SEN provision



- ✦ Taking part in formal meetings with external agencies, attending Annual Reviews for pupils with Statements of Special Educational Needs / Educational Health and Care Plans.

The Special Educational Needs Co-ordinator is responsible for:

- ✦ Working in partnership with the Heads of Centres
- ✦ Advising and liaising with teachers, instructors and learning support assistants
- ✦ Supporting staff development in special needs related issues as appropriate
- ✦ Compiling relevant documentation and chairing Annual Reviews for pupils with Statements of Special Educational Needs / Educational Health and Care Plans.
- ✦ Liaising with Special Educational Needs Assessment Team (SENAT).

All teaching staff have responsibility for:

- ✦ Keeping accurate and detailed records on each pupil's progress
- ✦ Identifying individual special educational needs
- ✦ Keeping parents /carers informed of each pupil's progress, any concerns and any action taken
- ✦ Implementing programmes of work devised to meet the special educational needs of a pupil

The Governing Body has a duty to:

- ✦ Ensure that appropriate provision is made for pupils who have SEN. Appoint a Governor who has responsibility for the oversight of SEN provision.
- ✦ Ensure that all Governors are aware of the importance of identifying, and providing for children with SEN as part of their induction training.
- ✦ Ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
- ✦ Ensure that teachers and support staff are aware of the importance of identifying, and providing for, those children with SEN.
- ✦ Consult the LA and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- ✦ Report to parents on the implementation of the school's policy for pupils with SEN.
- ✦ Have regard to the Code of Practice 2014 and the related legislation and guidance when carrying out its duties to pupils with SEN.
- ✦ Ensure that parents are notified of the decision of any extra provision being made for their child.

Admissions

Referrals are made through the Pupil Entitlement: Fair Access (PEFA) Team. This aims to provide an educational programme that is effective in meeting the needs of all pupils according to age, ability and nature of referral.

Resources

Resources are allocated according to the needs of the pupil.

Identification, assessment and review

It is recognised that pupil's educational needs are on a continuum and may change over time. A whole school approach will be taken with all teachers being considered as teachers of pupils with special educational needs. A continuous cycle of assess,



plan, do, review, taking account of a wide range of abilities, will be central to the work of every class.

Dis-applications of National Curriculum subjects have been approved and although reduced a broad and balanced curriculum is followed. When appropriate, special arrangements for tests and examinations are made. All pupils are encouraged to engage in all activities and opportunities offered.

The National Curriculum provides three Key principles for inclusion

- ✦ Setting suitable learning challenges
- ✦ Responding to pupils' diverse learning needs
- ✦ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

On entry all pupils' current levels of attainment are assessed to ensure that they can build upon the learning and experience already established. Previous school records will be obtained. This will include copies of Statements of Special Educational Need / Educational Health and Care Plans, if appropriate, and ILPs. This information will provide starting points for the development of an appropriate curriculum.

Early identification is seen as an important part in a continuous process. To help identify pupils' special educational needs progress can be measured by referring to:

- ✦ Evidence from teacher observation and assessment
- ✦ Their performance against Individual Learning Plan targets
- ✦ Their progress against the objectives specified in syllabuses for accredited courses that they are following
- ✦ Standard screening or assessment tools

It is recognised that not all pupils' learning difficulties always result from problems within the young person. Effective management, school ethos, and the learning environment, curricular, disciplinary and pastoral arrangements can help prevent some Special Educational Needs arising, and minimise others.

A graduated response will be adopted following the model of action and intervention set out in the Code of Practice 2014. A variety of approaches will be employed to maximise the achievement of all pupils. A common set of expectations will be clearly defined giving consistency across subjects. It is accepted that not all pupils will progress at the same rate. Where progress is not adequate, it will be necessary to take some additional or different action¹ to enable the pupil to learn more effectively.

Pupils may have needs and requirements that fall into at least one of the four areas specified in the Code of Practice. Triggers for intervention may reflect these:

- ✦ Communication and interaction difficulties despite provision of a differentiated curriculum.
- ✦ Cognition and learning difficulties showing problems developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- ✦ Persistent emotional and /or behavioural difficulties, which are not ameliorated by behaviour management techniques being used
- ✦ Sensory or physical problems despite provision of specialist equipment



All pupils have an Individual Learning Plan written within a month of admission. These are reviewed at least termly. The views of parents /carers and pupils are sought and taken into account.

Records of pupil progress will be maintained. These records will include information about behaviour, involvement of other agencies, the pupil's own perception of any difficulties, general strategies necessary to enable access to the curriculum.

A wide range of strategies will be deployed making full use of available resources. This will include Quality First Teaching. Action will follow a continuous cycle of assess, plan, do, review.

A whole school approach will be adopted to ensure that the difficulties facing pupils with Dyslexia are recognised by all staff and that effective strategy to support the development of literacy and study skills are embedded in all subjects. External support services might be asked to provide additional specialist assessments in order to measure pupil progress, provide advice on the use of new or specialist strategies or materials and inform planning.

For a minority of pupils, help given at SEN Support may not be sufficient to enable the pupil to make progress. It may then be necessary, in consultation with the Head of Centre / SENCO, parents / carers and external agencies, to request the LA to initiate a statutory assessment.

External Support

A multi-agency approach will be adopted. Pupil Entitlement: Fair Access (PEFA) will ensure that all the services working with the pupil are kept fully informed about action being taken. These services include the Children Looked After (CLA), Child and Adolescent Mental Health Service (CAMHS), Social Services, Youth Offending Service, School Nurse, Educational Welfare Service, Educational Psychologists.

Integration – links with other placements

Close links are made with mainstream and special schools, Colleges of Further Education and work placements, offering specific support packages when pupils are re-integrated as appropriate. The primary aims are to re-integrate pupils into schools or to provide transition plans for pupils whose educational needs will best be met in a College of Further Education or a place of work

Inset / Staff development

This will follow the Quality Improvement Plan and be according to need. Training will be provided as appropriate.

Parents / carers as Partners

Parents / carers are acknowledged as partners in their child's education and as such their views and ideas will be valued. They are always welcome and encouraged to take an active role in their child's education.



Parents / carers will be kept fully informed of the Special Educational Needs of their child. Information will be given about the West Sussex SEND Information, Advice and Support Service.

Complaints procedure

Any complaints should initially be addressed to the Head of Centre. If concerns cannot be resolved they should be addressed to the appropriate Co-Head Teacher (north or south), in line with the WSAPC Complaints Policy.

Review and Evaluation

This policy will be evaluated and reviewed on a yearly cyclical basis.

ISSUED	October 2016
ADOPTED BY WSAPC	October 2016
RATIFIED BY GB	17 th October 2016
REVIEW DATE	October 2017

Glossary of Information

- SEN Support** – this means help that is additional to or different from the support generally given to other children of the same age