



Brumby Engineering College

SPECIAL

EDUCATIONAL

NEEDS

POLICY

September 2011

PRINCIPAL : **Dr. T. G. Clark**

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SEN CO-ORDINATOR : **Mr. S. Webster**

SEN Governor : **Mr. D. J. Pearmaine**

The Aim of the Policy

The objective of this policy is to ensure that children who are identified as having special educational needs, have equal access to a common range of activities and have equal opportunities within the school. It is the intention that through this policy the educational aims of the school will apply equally to all pupils.

1. Aims of the School

- a. To provide a caring and supportive environment in which pupils of all abilities can develop their potential to the full. To help pupils develop lively and enquiring minds with the ability to question and discuss rationally.
- b. To achieve with each pupil the best possible academic standard and teach pupils according to their age, aptitude and ability, enabling them to achieve the appropriate knowledge, skills, aptitudes and qualifications to pursue their chosen career in a rapidly changing world.
- c. To foster an interest in and an understanding of the changing scientific and technological demands of society.
- d. To equip pupils for a full and rewarding life as adults in the community and enable them to make an active and responsible contribution to society.
- e. To encourage pupils to value themselves, have consideration for others with whom they co-operate and to be concerned with their environment
- f. To encourage initiative, self-discipline, independence of mind, flexibility of attitude and respect and care for their bodies and minds.
- g. To help pupils appreciate and acknowledge human achievement and aspirations.
- h. To establish attitudes, which are opposed to discrimination on any grounds, developing reasoned moral values, attitudes and beliefs.

SECTION 1

General Information about the provision for Special Educational Needs

1. **Admission Arrangements for Pupils with SEN**

Normal procedures apply for pupils with special educational needs.

Parents are welcome to visit the school before admission to discuss the provision for pupils who have special educational needs with the Principal and the Learning Support Staff.

2. **Provision for Special Educational Needs**

The Senior Manager with responsibility for Special Educational Needs is the SEN Co-ordinator, Mr. Steven Webster. The responsibility for the day to day provision of the education for pupils with special educational needs lies with the Co-ordinator working in conjunction with other members of staff.

3. **The Arrangements for Co-ordinating the Provision of Special Educational Needs**

The Special Educational Needs Co-ordinator is a member of the senior management team. Each faculty has a liaison teacher with responsibility for Special Educational Needs within that faculty, and this person liaises with the members of the support department.

4. **Facilities for Disabled Students and Visitors**

The new school has entrance doors to all blocks which are level with the ground and do not require ramps. There are disabled toilets in all blocks and the school has the benefit of two lifts, one in Shetland Block and one in Highland Block for first floor access. All doors have Braille/tactile signage and there is a visual fire alarm system for the hearing impaired.

5. **Resources**

The Learning Support Department has its own designated area.

6. **Allocation of resources to and amongst pupils with SEN**

School Action – Pupils at these stages are resourced through 5% of the AWPU in addition to 50% of the compensatory allowance. In keeping with the whole school approach to SEN it is the responsibility of each faculty to examine their own resources and to provide suitable materials within their subject area. The support department receives its own allocation of money from the College's annual capitation. Pupils with Special Educational Needs have equal access to all the facilities in the school.

School Action Plus – Pupils have additional provision through service level agreement

Statement – All North Lincolnshire statemented pupils have the additional funding through cash values to statements on a banding system determined by the Local

Education Authority. This is used to provide the level of support specified in the statement.

7. Assessment of Pupils with Special Educational Needs

The statutory requirements of the National Curriculum are met for all pupils. Modification and/or special arrangements are applied if required.

8. Extra-Curricular Activities and Involvement in the Community

Pupils who have Special Educational Needs are fully involved in the life of the school and have the same opportunity to take part in the full range of extra-curricular activities and projects involving the wider community.

SECTION 2

The identification, Assessment and Provision for Pupils with Special Educational Needs

1. Identification of Pupils with Special Educational Needs

The majority of pupils with Special Educational Needs are identified pre-transfer via liaison with feeder schools. For pupils who join the school at a time other than the beginning of Year 7, appropriate information is provided by the Secondary School and/or parents. However, some pupils develop special educational needs as they progress through their secondary education and the school has a referral system by which class teachers identify pupils in difficulty and request assessment and appropriate action by the Learning Support Department.

2. Provision for pupils with Special Educational Needs

The Learning Support Staff work closely together to provide for all pupils with Special Educational Needs. The aim is to support learning across the curriculum.

The Learning Support timetable is organised around the pupils known to require assistance and also in response to requests from staff with regards to pupils who are experiencing difficulty.

The method employed is a flexible system of support which allows special educational needs to be considered on an individual basis by one or more of the following:-

1. Assisting the teacher and any pupil in the classroom directly.
2. Providing individual and small group tuition on a withdrawal basis.

The Learning Support staff compile a folder of information for each department/faculty concerning pupils who are known to have educational needs.

This system aims to cater for individual needs of all types and as a result all pupils should have the opportunity to gain the maximum benefit possible from the mainstream curriculum offered.

3. How the provision at Brumby fits within the Local Authority framework for meeting Special Educational Needs

School Action

Once a term members of staff are asked to identify pupils with difficulties and complete a referral to the Support Department detailing the nature of the concern.

The Support Staff will assess the difficulty by:-

- i. Appropriate testing – standardised tests are used in conjunction with departmental assessments
- ii. Referring to transfer information
- iii. Discussion with the member of staff concerned.

Pupils will be provided with help within the classroom by means of differentiation and other methods and will be closely monitored by both the class teacher and the support department.

School Action Plus

If a pupil fails to make progress with the input provided from class teachers and the Learning Support Staff the school can refer to a range of external agencies for advice and additional support.

The Special Educational Needs Co-ordinator will complete an agency referral. The agency contacted will then discuss the problem with the school and decide on a joint course of action.

Statement

This is the responsibility of the Local Education Authority, but their actions will be monitored by the Special Educational Needs Co-ordinator.

If a pupil does not make progress with the input of School Action and School Action Plus the school will complete a Form SEA1 in consultation with the parents. This is a referral for formal assessment with a view to obtaining a Statement of Special Educational Needs for the pupil.

SECTION 3

1. Partnership with External Agencies

The school receives support from the following agencies:-

- i. County Psychologist and Child Guidance Service

Educational Psychologist – to be designated

ii. Educational Welfare Service

Rachel Tomlinson

Other agencies are contacted when appropriate and include:-

- a. County Educational Service for physically handicapped pupils
- b. Social Services
- c. Medical Authorities
- d. Services for the Hearing Impaired
- e. Services for the Visually Impaired
- f. Connexions

On occasions pupils attend the Darley Centre (pupils referral unit) on a full time or part time basis.

There are also links with further education, in particular, John Leggott Sixth Form College and North Lindsey College.

There is a strong link with the Connexions Service (careers) and they have a large input during years 10 and 11, for those pupils with Special Educational Needs to ensure that these pupils move on to the most appropriate post 16 provision.

Brumby is part of the Special Educational Needs Consortium, which meets on a termly basis to discuss Special Educational Needs issues (this is a meeting of all the feeder primary schools and Brumby). In addition to this the SENCO has contact with the primary schools to discuss the needs of each year 7 intake.

The school has regular contact with St. Hugh's Special School.

SECTION 4

1. Staff Experience and Qualifications

Mr. Webster has a post-graduate diploma in Special Educational Needs.

In addition to this, a large proportion of the staff have many years experience in teaching pupils with Special Educational Needs.

2. In-Service Training

The Special Educational Needs Co-ordinator and the Learning Support Staff attend appropriate courses to update their working knowledge of policy, procedures and developments relating to the education of pupils with Special Educational Needs. Whole school staff and departmental training take place as part of the programme developed for staff training days.

3. Partnership with Parents

Consultation with parents is seen as essential for all pupils at Brumby and they are invited in to school to discuss their child at formal parents' evenings. All parents receive a twice yearly report. Staff are available to discuss concerns parents may have at any time.

4. Partnership with Voluntary Organisations

The School will make use of voluntary organisations as deemed appropriate. A list of these is available in the Pegasus Centre.

SECTION 5

Criteria for evaluating the effectiveness of the School's Special Educational Needs Policy

The effectiveness of the Special Educational Needs Policy is measured by the progress that individual pupils make as a result of the support they receive.

Progress is measured by the following:-

- a) An improvement in a pupil's general basic skills and performance within the curriculum
- b) An improvement in a specific skill area such as spelling
- c) The development of individual work habits
- d) The development of positive relationships with peers and adults
- e) Adjustment to the school environment

The policy is evaluated on an annual basis following a meeting between the Special Educational Needs Co-ordinator and a member of the Senior Management Team (usually the Principal).

SECTION 6

Arrangements for considering complaints about Special Educational provision within the school

Any parents with complaints or problems regarding Special Educational provision at Brumby should contact Mr. S. Webster (SEN Co-ordinator). A meeting can then be arranged to discuss these matters.

