



St. Wilfrid's Catholic School

Policy on Learning Support Department

"We always thank God for all of you, mentioning you in our prayers." [1 Thes 1: 2]

Definition of SEN:

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

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities provided by the school for students of the same age.

Special educational provision means:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of the same age.

Fundamental Principles governing this Policy:

- Students with SEN should have their needs met.
- The views of students should be sought and taken into account
- Parents/Carers have a vital role to play in supporting their son's/daughter's education.
- Students with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum.

Aims:

1. To ensure full entitlement and access for students with SEN to a high quality education.
2. To provide an inspiring and personalised education for students with SEN, enabling them to realise their full potential within a dynamic environment which follows the teachings of Christ and His Church.

Principles:

1. The Governing Body is responsible for ensuring that provision for students with SEN meets the Code of Practice.
2. The SENCO is a member of the Leadership Team.
3. The views of students and parents/carers are sought and taken into account when planning and reviewing interventions.

Basic Information:

1. The SENCO, an Assistant Headteacher and member of the Leadership Team, is responsible for the strategic management of SEN provision and for regular liaison with the SEN Governor.
2. The Specialist Special Needs Teacher is responsible for coordinating provision at an operational level.
3. The Learning Support Department is responsible for delivering *discrete* provision for students with SEN.





4. All teachers are responsible for ensuring that lessons are differentiated according to student need.
5. The Learning Support Register is the means by which staff access baseline information on SEN students. Whole School assessment data by Year group is also available on G drive.
6. Admission arrangements for students with SEN are detailed in the Admissions Policy.

Identification, Assessment and Provision:

1. Within the school's programme for KS2/3 transition, discrete provision is made for SEN students. This includes outreach visits to feeder primary schools by key staff from the Learning Support Department and a series of induction visits for students, prior to the main Induction Day in July.
2. The profile of Year 6 students is discussed by key members of the Learning Support Department prior to entry. This includes discussion of resource implications.
3. On entry into Year 7 a series of baseline assessments are conducted to identify those students for whom programmes of intervention will need to be provided.
4. Baseline assessments are conducted across KS3/4 at the beginning of every academic year, to ensure students who are demonstrating significant difficulty in reading or spelling by comparison with peers, are identified quickly.
5. Provision for specific programmes of intervention is coordinated by the Specialist Special Needs Teacher.
6. Interventions are monitored, evaluated and reviewed on an on-going basis throughout the academic year, via Line Management, Learning Support Department and prePARM meetings. This includes regular review of the status of students with regard to School Action and School Action Plus.
7. Arrangements for Annual Reviews are in line with the Code of Practice. The school liaises with the Connexions Service and other agencies to arrange Transition Plans for students with Statements (and other students with SEN who may benefit from Transition Planning) in Year 9, and ensures that these Transition Plans are reviewed annually as part of the Annual Review process.
8. As identified in the Learning and Teaching policy, all teachers have responsibility for ensuring that lessons are tailored to individual need. This requires teachers to work closely with teaching assistants (both generic and subject based) who are deployed strategically.
9. Communications with parents of students with SEN is coordinated by the Learning Support Department Administrator, who is also responsible for overseeing student records.
10. Funding for SEN is made in the context of whole school priorities.
11. Reasonable adjustments for students with disabilities are made in line with the principles of Inclusion and Equal Opportunities. This includes access arrangements for Public Examinations.
12. Provision for complaints from parents of students with SEN, is via the School's *formal* complaints procedure.





Staffing and Partnership:

1. The Learning Support Department has a published staffing structure which clarifies roles, responsibilities and lines of communication.
2. The Teaching and Learning policy, with its emphasis on *personalised* learning, is supported by regular INSET opportunities for all teaching staff.
3. Teaching Assistants undergo regular INSET and have a career pathway open to them for CPD.
4. The prePARM provides a mechanism for in-house referrals which are then taken to the full PARM meeting.
5. Communications with parents of students with SEN are promoted and maintained through the Learning Support Department.
6. Links with other SEN providers at KS2/3 transition and post 16 are promoted and maintained through the Learning Support Department.
7. Links with external agencies, including health, social and caring services, education welfare, educational psychology and Connexions are promoted, coordinated and maintained by the Learning Support Department.

KGH November 2011

Ratified by the Teaching and Learning Committee in

This policy is due for review in November 2013

