

Sheridan School

'A unique service for unique young people'

Special Educational Needs and Disabilities Procedure

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Special Educational Needs Procedures

Introduction

Sheridan School follows the Special Educational Needs Code of Practice (2014) and uses the same definition of Special Educational Needs, for example 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):

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

We recognise that provision for students with Special Educational Needs is the responsibility of the whole staff team.

Aims

The Special Educational Needs Procedures of Sheridan School reflects the Fundamental Principles of the Code of Practice.

The aims of the Special Educational Needs procedures are:-

- To enable students with Special Educational Needs to have their needs met
- To take into account the views of the students with Special Educational Needs
- To encourage good communication with parents of students with Special Educational Needs
- To facilitate full access to a broad, balanced and relevant education

Implementation

The implementation of the special needs procedure is the responsibility of the whole staff team. Sheridan School's Head of School has responsibility for the day-to-day operation of the procedures.

The role of Sheridan School - Head Teacher is to:

- Oversee the day to day operation of the SEND procedures
- Monitor the effectiveness of the procedures
- Liaise with fellow staff in order to develop strategies to help students learn as effectively as possible
- Co-ordinate the provision for students with Special Educational Needs
- Oversee the records on all students with Special Educational Needs
- Contribute to the in-service training of staff
- Liaise with all appropriate external agencies
- Ensure relevant information about students is passed on to staff
- Ensure specialist teaching to students, as identified in the EHCP, is delivered

The role of the Teacher is to:

- Have a knowledge of the students and their individual needs and refer to their IEPs, One Page Profiles, Behaviour Scales and Risk Assessments as necessary and appropriate.
- Administer diagnostic tests as required and disseminate the results to staff as appropriate.
- Plan and write IEPs to ensure progression is achievable.
- Use adaptation and a variety of strategies and approaches to maximise the achievement of all students.
- Monitor the progress of individual students to identify areas where a student is not progressing even when the teaching style has been adapted.
- Support the planning of Individualised Plans by advising on strategies and appropriate methods of access to the curriculum for their subject.
- Contribute to the Annual Reviews of students by providing information of student progress for their subject.

Identification of Students with Special Educational Needs

Sheridan School seeks to identify students with Special Educational Needs as quickly as possible upon enrolment. This is carried out in the following way:

- From referral forms and information/data gathered from their time in the Transition Group upon admission.
- Previous school records including ILPs, PBSP's and Education Health and Care Plans
- Through information from parents/carers
- Prior setting observations from Sheridan SEND Managers
- Observations from trained therapists upon arrival

Information on students with Special Educational Needs is then shared with appropriate staff by the SEND Managers at weekly staff meetings.

Records of students with Special Educational Needs are kept in the student's individual folder.

Identification of Students with English as an Additional Language (EAL)

Where students attend school with EAL Sheridan School aims to:

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Sheridan School;
- To implement whole school strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Teaching and Learning to support EAL learners:

In order to ensure that we meet the needs of EAL students, staff will:

- Assess the student's fluency level as soon as possible.
- Show differentiated work for EAL students.
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- Have high expectations, expect students to participate in all classroom activities/tasks.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks.
- Recognise that EAL students need more time to process answers and to complete extended work.
- Allow students to use their mother tongue to explore concepts when appropriate.
- Give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use.
- Group students so that EAL students hear good models of English.
- Use collaborative learning techniques.

Spoken and written communication between the students and teaching and non-teaching staff, and between the school and parent/careers and the local community, will be positive and appropriate, including the use of students' home languages.

Organisation

- The Head Teacher ensures that the learning of all students is given equal priority and that available resources are used to the maximum effect.
- Staff ensure classroom organisation, teaching materials, teaching style and adaptation such that all students, including those with Special Educational Needs, can learn effectively.
- Students may receive in-class support from an additional member of staff in the classroom.
- Students may be withdrawn for individual intervention or small group work, in order to improve literacy, numeracy, and social & emotional skills.
- Students may have a modified curriculum.
- All students have personalised timetables.

Evaluation

The Special Educational Needs Procedure is evaluated:

- Through reviews of IEPs and through Education Health and Care Plan Reviews.
- Through monitoring the success of strategies devised to achieve the targets set by staff for students they have identified as having Special Educational Needs.
- Through assessing the achievement of students with identified Special Educational Needs.
- Through progression with termly assessments.

Monitoring

The progress of students identified as having Special Educational Needs is monitored in the following ways:

- The Head Teacher monitors the effectiveness of SEND provision.
- SEND managers monitor IEP's, interventions and personalised timetables.
- Staff monitor the progress of students in relation to their predicted learning outcomes.
- Students with statements/Education Health and Care Plans have annual reviews.
- Through termly assessments.

Partnership with Students

- Students are invited to contribute to the development of their IEPs, Behaviour Scales and one-page-profiles.
- Students are invited to attend their EHCP review and to complete "Wishes & Feelings" paperwork to express their views.
- Students are encouraged to join the school council, to have an input on the school's development.

Partnership with Parents / Carers

- Sheridan School recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.
- Parents who have concerns about the learning needs of their children can contact Sheridan School at any time.
- Agreement from parents is sought before a student is referred to an outside agency.
- Information and feedback resulting from a referral to an outside agency is shared with the parents.
- Parents are invited to Education Health and Care Plan Reviews.

Outside Agencies

- Advice may be sought from outside agencies in the early stages of identification of Special Educational Needs in order to prevent the development of more significant needs.
- Students may be monitored by outside agencies as appropriate.

In Service Training for Special Educational Needs

- All staff undertake regular in-service training.
- Whole service, team and individual training will regularly focus on Special Educational Needs.
- Training needs are identified by the staff team taking into account the Special Educational Needs of the student group.

Exam Adjustments

For all accredited examinations offered to students who have special educational needs and are in receipt of an Education Health and Care Plan, Exam Adjustments will be applied for to JCQ prior to exams taking place. Additional Assessments may have to be undertaken to evidence the need for exam adjustments. It is the staff at Sheridan School's responsibility to evidence the additional support a student requires as their 'normal way of working' when applying for exam adjustments to JCQ. Exam adjustments can take the form of:

- **Scribe**
- **Extra Time**
- **Supervised Rest Breaks**
- **Use of PC**
- **Reader**

Literacy Skills and Additional Support for ASDAN Programmes

For all ASDAN Programmes the level of support offered to students is varied and is based upon the individual student's special educational needs and is reflective of a student's usual way of working and support provided within the learning environment. Levels of support can take the form of:

- **Scribe**
- **Reader**
- **Use of PC**