



Liverpool College

**SPECIAL EDUCATIONAL  
NEEDS/ LEARNERS WITH  
DIFFICULTIES AND OR  
DISABILITIES**

**Policy**

## Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

- **We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess.
- **We believe** that the development of character, creativity, intellect and spirituality are the primary aims of education.
- **We work** together to create a happy and caring school community which is engaged in our local community and the wider world.
- **We pursue** high standards in every area of school life.

## Definition

At Liverpool College pupils are considered to have Special Educational Needs (SEN) or Learning Difficulties and or Disabilities (LDD) if they have a difference in learning, which calls for additional provision to be made for them.

Pupils have additional needs if:

- They have a greater difficulty in learning than the majority of their peers
- Have a disability which prevents them from making use of the educational facilities that are generally provided

## Statement of Intent

Liverpool College values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning.

## Aims

The SEN/ LDD aims of the school are:

- To ensure all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the needs of individual pupils
- To ensure the identification of all pupils requiring SEN/LDD provision as early as possible in their school career
- To ensure that parents of SEN/LDD pupils are kept fully aware of their progress and attainment
- To ensure that SEN/LDD pupils are involved where practicable in decisions affecting the provision made for them

Through the SEN/LDD policy, staff at Liverpool College will do their best to ensure that the necessary provision is made for any pupil who has special educational needs, and that those needs are made known to anyone who is likely to teach them.

The school will endeavour to ensure that all teachers are able to provide for those pupils with special educational needs.

The school will adhere to the SEN Code of Practice when carrying out its duties towards pupils with special educational needs. The school will also ensure that parents are notified of a decision by the school when SEN/LDD provision is to be made for their child.

The school places a strong emphasis on the partnership with parents and believes that this partnership plays a key role in enabling pupils with SEN/LDD to achieve their full potential. We recognise that parents hold vital information, knowledge and experience that will contribute to the shared view of a pupil's individual needs and are therefore key in decisions made about the best way in which to support them. All parents of pupils with special educational needs will be encouraged to play an active role in the provision for their child's education.

## **Roles and Responsibilities**

### Governors

- The governing body monitor the schools provision for pupils with SEN/LDD
- Link governor – Liz Bramley

### Principal

- The principal has the overall responsibility to ensure that the policy is administered correctly.

### Curriculum Support Manager – Miss. L Townley

- Administers the SEN Code of Practice arrangements
- Maintains the SEN Register
- Oversees the records of all pupils with SEN/LDD
- Has overall responsibility for the SEN/LDD provision for all those pupils on the SEN/LDD Register
- Reviews progress
- Draws up Individual Education Plans in conjunction with the appropriate staff
- Advises colleagues on the use of appropriate strategies
- Liaises with staff about pupils already on the SEN/LDD register and those who staff are concerned about
- Liaises with parents
- Liaises with relevant outside agencies
- This list of responsibilities is not exhaustive.

## Heads of House

- To be aware of all SEN/LDD pupil's belonging to their houses
- To ensure that all SEN/LDD pupil's are dealt with in a fair manner; in accordance with the school's SEN/LDD and Behaviour Management policies

## Heads of Faculty

- Responsible for ensuring that schemes of work provide adequate opportunities for pupil's with SEN/LDD to progress
- Should keep the Curriculum Support Manager informed of the progress of pupil's with SEN/LDD
- Should ensure that relevant accommodations are made for pupil's with SEN/LDD are delivered on a daily basis through differentiated planning

## Teaching Staff

- There will be a pupil with some form of SEN/LDD in every classroom. It is primarily the responsibility of the subject teachers to make appropriate provision for pupils with SEN/LDD in the classroom, in accordance with this policy.
- The subject teacher is also responsible for making him or herself familiar and acting upon pupil's individual targets as set out in their Individual Education Plan.

## Identification Assessment and Provision

At Liverpool College we have adopted a whole school approach to SEN/LDD. Pupils with SEN/LDD are all fully integrated in mainstream classes and every effort is made to ensure that they have full access to the curriculum and other aspects of school life.

### **All teachers are teachers of pupils with special educational needs.**

The school adopts a graduated response to the provision of SEN/LDD. When a pupil is identified as having SEN/LDD the school will intervene as described below at **School Action** or **School Action Plus**. These interventions are a means of helping schools and parents match special educational provision to individual pupil needs. If a pupil is known to have special educational needs when they arrive at school the SEN/LDD department will:

- Use information from the primary or previous school to help identify the individual needs
- Ensure that ongoing observation and assessment provides feedback about the pupils achievement to inform future planning
- Involve the pupil in planning and agreeing targets for the individual education plan that will meet their specific needs
- Involve the parents in developing a joint learning approach both at home and in school

## Early Identification

The Curriculum Support Manager will assess a pupil's progress by referring to:

- Evidence from teacher observation and assessment
- Their performance against the level descriptions within the national curriculum
- Standardised screening and assessment tools

A child who has been identified by a teacher as “struggling” with a particular subject will be referred to the Curriculum Support Manager, through the Head of Faculty for further investigation. At this point testing will be carried out to identify key areas of weakness and samples of the pupils work will be looked at and also taken into account.

If it is deemed necessary the pupil will then be placed in a small group to receive learning support, and advice will be given to the pupil's teachers on how best to support them in the classroom.

## Monitoring Pupil Progress

Subject teachers may come to the conclusion that the strategies they are using in the classroom are not resulting in the pupil learning as effectively as possible. In these circumstances a referral will be made to the Curriculum Support Manager to consider what else might be done. The starting point will always be a review of the strategies currently being employed by the teacher in the classroom. Once these strategies have been evaluated and discussed, it may be that the pupil requires support over and above that which is usually given in the classroom by the subject teacher.

At this point consideration will be given to supporting the pupil at the level of **School Action**.

## School Action

When a pupil is identified as having additional needs, the school will provide interventions that are different and additional to those provided as part of the school's differentiated curriculum, this intervention is described as **School Action**.

The triggers for intervention through School Action are usually concern of teachers, underpinned by evidence about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted towards the pupils particular areas of weakness

- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in other curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management strategies that are usually employed in the school

If the school concludes, after consulting the parents that a pupil may need further support to help them progress, the Curriculum Support Manager will begin to develop a support plan in conjunction with the pupils Head of House and core subject teachers which will result in the production of an Individual Education Plan.

In some cases outside agencies are involved with the pupil. The Curriculum Support Manager will liaise with these outside agencies and keep the relevant members of staff up to date with developments.

### **Nature of Intervention**

The Curriculum Support Manager along with the subject teachers will decide upon the action needed to help the pupil progress. The earlier assessments, observations and teacher recommendations will all be taken into account at this stage. The nature of this intervention might be:

- To provide different learning materials
- To introduce some group or individual out of class support
- To undertake staff development and training aimed at introducing more effective strategies
- To provide in class support in certain lessons

### **Individual Education Plans**

IEP's are produced through discussion with parents, pupils, core subject staff and the Curriculum Support Manager.

IEP's are produced only when considered a necessary step in facilitating a pupil's progression.

An Individual Education Plan records the strategies employed to enable a pupil to progress. The IEP will include information about:

- The short term targets set out for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupil's needs. The IEP will be reviewed at least twice a year when parent's views on their child will be sought. The pupil will also be invited to contribute to the review process and will be involved in setting targets.

When the school seeks additional help from external support services, those services will need to see the pupil's records in order to establish which strategies have previously been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional assessment or work directly with the pupil. This will result in a new IEP that will set out new targets and strategies. The majority of these strategies will be implemented within the classroom and as such will remain the responsibility of the subject teacher.

### **School Action Plus**

School Action Plus is characterised by the involvement of external services such as Educational Psychologists, sensory impaired teams and occupational therapists. A request for help from external services is likely to come after discussion with the Curriculum Support Manager, parents, pupil and Head of Year.

External support services will usually advise school staff on new IEP's, giving new targets and accompanying strategies. They will also provide more specialised assessment that can inform future planning and measure pupil progress. The triggers for **School Action Plus** could be that, despite receiving an individualised programme and concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period of time
- Continues to work at National Curriculum Levels that are substantially below that expected for pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional and behavioural difficulties which substantially and regularly interfere with their own learning and that of the group, despite having an Individual Behaviour Plan to support them
- Has sensory or physical needs that requires specialist equipment or regular advice and visits that provide direct intervention to the pupil or advice to the staff by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## **Statutory Assessments**

A few pupils coming to school will already have statements from the Local Education Authority. A pupil will have a statutory assessment when they have demonstrated a significant cause for concern due to a learning difficulty or sensory and physical impairment. A statutory assessment involves consideration by the Local Education Authority with involvement from the parents, school and other appropriate agencies as to whether this form of assessment is necessary. The LEA will then decide on the nature and degree of the pupil's special needs and outline the provision necessary for those needs in a **Statement of Special Educational Needs**.

A statement of Special Educational Needs will include:

- The pupil's name address and date of birth
- Details of all the pupils special needs
- Identify the special educational provision necessary to meet the pupil's individual needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non educational needs of the pupil
- Include information on non educational provision

All pupils with a statement of special educational needs will have short-term targets set out in an IEP. The implementation of these targets in the classroom will be the responsibility of the subject teacher.

All statements are reviewed annually with the parents, the pupil, the Local Education Authority and the school to consider whether any amendments need to be made to the description of the pupil's needs and or provision.

## **Complaints Procedure**

If parents are not satisfied with the SEN/LDD provision being made for their child, they should talk initially to the Curriculum Support Manager who will, if necessary, discuss the issue with the Principal, other relevant staff, and any outside agencies involved.

If the matter relates to the operation of this policy and cannot be satisfactorily resolved, then the parents should address their concerns, in writing, to the Principal.

## **Review of this Policy**

This policy will be reviewed every two years; however the policy may be reviewed earlier if new regulations are introduced.

## **Related Policies:**

Behaviour Management Policy

**References:**

Special Educational Needs Code of Practice

ISI Guidance

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