



**Thorpe St Andrew School and Sixth Form  
Special Educational Needs and  
Disabilities Policy**

**May 2018**

## Special Educational Needs and Disabilities Policy

### Identification, Assessment and Provision

This Special Educational Needs and Disabilities Policy works alongside, and in conjunction with, the Norfolk schools' local offers, and various other school policies, for example Attendance, Behaviour and the Pupil Premium Statement, and is embedded in the Teaching and Learning Framework of the schools.

Provision for children with special educational needs is the responsibility of the Governing Board, the Principal, the Special Educational Needs Coordinator (SENDCO) and all other members of staff.

*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.*

High quality teaching which is differentiated and personalised should be available for all students. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of students. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

**Thorpe St Andrew School and Sixth Form uses a five-step approach to identifying and planning for special educational needs:**

#### **STEP 1 – Differentiated Work**

Many students experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their subject teacher in conjunction with the associate staff which will be additional to, and different from, the curriculum available for the majority of students of their age. Progress at this stage will be tracked three times per year by the school's tracking systems and parents kept informed.

#### **STEP 2 - Interventions**

Specific interventions for delay in the following areas will be undertaken, arranged by teachers in collaboration with the SENDCO, in order to establish whether or not there are special educational needs which are contributing to the delay, or whether there are other barriers to learning.

- **Communication and Interaction** (Speech and Language)
- **Cognition and Learning** (for example English and Mathematics)
- **Social Mental and Emotional Health**
- **Sensory and Physical**

It is to be expected that there will be more intensive support in the earlier years in school, with higher numbers of interventions which should then be reduced later on. It is to be hoped that there will be considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities.

Many students at Thorpe St Andrew School and Sixth Form receive an allocation of monies known as Pupil Premium for Free school Meals, Looked After and Armed Forces children and young people. Some of these students may also require interventions. Each and every Pupil Premium intervention will be benchmarked, undertaken and evaluated alongside the school tracking system. A full report on the spend of this funding along with other Pupil Premium interventions for those students not having special educational needs will be presented to the Governors on an annual basis and reported to Parents on line on the school website.

If these short-term interventions fail to have significant impact on narrowing the gap for students falling behind:

### **STEP 3 – Identification of Special Educational Needs**

If subject teachers and the Pupil Premium Co-ordinator have evidence that certain students are still not making good progress they will refer to the SENDCO. The SENDCO, together with the Special Educational Needs Team, will arrange intensive special educational needs support in any or all of the four areas.

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

“Children have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of students of the same age;
- have a disability that 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 Authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014).

#### **STEP 4 – A Graduated Response**

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

1. Assess
2. Plan
3. Do
4. Review

[Specialist Services](#) and teachers with additional [specialist](#) qualifications may be called upon to provide specific interventions or strategies to be followed by all adults coming into active learning situations with the student.

Where a student is receiving Special Educational Needs Support, Thorpe St Andrew and Sixth Form will contact parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, student and the school.

Individual student progress at [Special Educational Needs Support](#) Level will be intensively monitored three times per year by the school tracking system and by the Principal in conjunction with Parents and the SENDCO. A full report on the progress of the students will be presented to the Governing Board once per year and the identified Special Educational Needs Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENDCO and Principal.

#### **STEP 5 – Formal Assessment**

Should students still not be making appropriate progress at an acceptable level the formal assessment procedures for an [Education Health and Care Plan](#) will be started by the SENDCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority.

Details of these arrangements are available from the SENDCO at the school.