



Learning Support Faculty Policy

1. Haslingden High School values all of its students equally and acknowledges that each of them is entitled to a full range of educational experiences and opportunities regardless of intellectual or physical ability. The School will promote the individual potential of all its students whilst recognising that some may have special needs.

The objectives of this policy are to ensure that those students with statements of SEN receive the provision identified in those statements and that those without statements receive such support as the School considers necessary.

In seeking to achieve these objectives, the School will have regard to the guiding principles of this policy which are:

- To enable learning wherever possible by actively promoting whole school approaches to special needs
 - To identify at the earliest opportunity students whose needs necessitate provision from outside the normal curriculum
 - To develop a range of strategies and resources for meeting the needs of these students
 - To promote and enhance the self-esteem of students with special needs
 - To ensure, wherever possible, the curriculum entitlement of students with SEN, including access to the National Curriculum
 - To have regard to the Code of Practice for SEN (2001)
2. Sally Finney (Assistant Head) is the member of the Leadership Group who has designated responsibility for Special Educational Needs. The person responsible for co-ordinating the day-to-day provision is Mrs S Duplain, Head of the Learning Support Faculty. The governor with responsibility for Special Educational Needs is Mrs C. Stokes.
 3. Special Educational Needs is organised within the Learning Support Faculty.

In accordance with the Code of Practice for SEN, Haslingden High School adopts a whole school approach to SEN in which the role of the classroom teacher is a crucial element in identifying and meeting student's needs. This is achieved by differentiation of the curriculum to take account of the various

strengths and weaknesses of students within a teaching group. Learning Support staff support this process in a number of ways:

- Providing detailed information and advice to all staff relating to students' abilities based on primary school data and current data from assessments carried out from year 7 onwards
 - Providing advice and support to faculties and departments on a range of curricular issues including the selection of resources and teaching strategies
 - Working directly with students with special needs both in the mainstream classroom or in withdrawal groups
 - Regular monitoring the progress of students for whom provision is made
4. The school admits students across the ability range in accordance with the Admissions Policy.
 5. The School endeavours to meet the needs of all pupils across the ability range.
 6. The Learning Support Faculty has 2 well-equipped classrooms neither of which is timetabled for mainstream class teaching. The use of these facilities reflects the flexibility of the Faculty's work. There is some individual tuition, some small group withdrawal and both rooms are used for an innovative reading & literacy scheme, maths catch up programme, spelling programme and fine motor skills programme. During morning registration, G2 is used for Breakfast Club and for a Homework Club after school. During each morning one of the classrooms is used by Tor View School students and staff as part of their integration programme. The school's buildings have been extensively adapted to accommodate wheelchair access. There are 4 toilets suitable for physically disabled students, 3 of these are equipped with changing facilities and one with shower facilities. A lift provides access to the Faculty base and one to the first floor Science Faculty.

In addition to the above facilities there is a faculty office and a small room for meetings for parents and for some withdrawal.

Information about the School's Policies for Identification, Assessment and Provision for All Students with Special Educational Needs

7. There are two sources of funding for students with SEN. Students who have statements of SEN are given a pupil weighted number (WPN) by the LA. This determines the level of funding that is delegated to the school for each student. The basic weighting is 1.0. Students with a greater degree of need are given a higher weighting. The legal status of a Statement tightly defines the use of money delegated to the school through this channel.

Non-statemented funds are allocated to the school by the LA, based on a formula.

(Statements of SEN for students with EBD (Emotional and Behavioural Difficulties) do not carry delegated funding. Resources for these students are formula funded.)

8. The school identifies students' needs based on information from a number of sources:-
 - Information from primary schools including KS2 SATS data
 - Initial screening procedures including the administration of reading, spelling test, maths tests, the LA screening using Cognitive Ability Tests and WRATS tests
 - Referral from subject departments and / or pastoral staff
 - Parental concerns
 - Referral by other professionals

Provision for students identified as having special needs is made using the phased approach outlined in the code of Practice for SEN. At each phase the role of the classroom teacher is central.

Students who require additional to or different from the mainstream class will be placed at the School Action phase. Learning Support Staff will provide information and advice to all subject and pastoral staff and will contribute to target setting and monitoring of progress. Students requiring the intervention of agencies from outside school will be placed at the School Action Plus phase.

The progress of students at all phases is constantly monitored. Students with Statements will have their statements reviewed at least annually.

9. Haslingden High School supports the principles of Inclusive Education and all students are entitled to access to a balanced and broadly based curriculum (including the National Curriculum). In some exceptional circumstances, it may be considered necessary to disapply individual students from elements of the National Curriculum. This will only be done after full consultations with staff and parents.

10. All students are grouped in mixed ability form groups, which greatly enhances the social integration of students with SEN. In accordance with the School's Equal Opportunities Policy, all inter-form activities and school visits are open to students of all abilities.

11. A range of indicators is used to evaluate the success of the school's SEN policy including consideration of:-
 - The number of students identified as having SEN
 - Value added data including CATs
 - KS2 and KS3 SAT results
 - Annual and other reports
 - Assessments by staff
 - Parental views

Success for individual students may be measured against the targets or objectives set out in Statements of SEN. Learning Support Staff contribute to the target setting and monitoring of students on the SEN register.

12. Complaints from parents or pupils will be dealt with in accordance with the school's complaints procedure as outlined in the school's prospectus.

Information About the School's Staffing Policies and Partnership with Bodies Beyond the School

13. Training and support for SEN staff, Governors, Teachers and Headteachers who are involved in implementing the Code of Practice, and training for Teaching Assistants is funded through grants for educational support and training and is managed by the school's Professional Development Co-ordinator (Mrs G Middlemas).

14. The school utilises the services of outside agencies as appropriate. Access to the Educational Psychology Service is negotiated with the LA through a service level agreement. In a small number of cases, funds delegated for statemented students may be used to 'buy in' services to meet the needs of students with low incidence handicaps (hearing impaired, visually impaired for example).

15. All parents of HHS students are encouraged to participate fully in their child's education. This is especially important for students with SEN. Parents' concerns may be the initial trigger to the involvement of SEN staff. Parents are involved in the processes of reviewing progress of students at all phases of the Code of Practice. Parents of students with statements are invited to contribute to annual reviews and are encouraged to liaise with SEN staff by less formal channels at any time.

16. The school has close links with Tor View Special School and these include schemes to provide integration opportunities for Tor View students. A small number of Haslingden High School students access Tor View lessons both on the Tor View and Haslingden High School sites.

All students with SEN at Haslingden High School participate fully in the transitional arrangements between school and further education or adult life, including work experience opportunities.

Statemented students have a transitional plan prepared as part of the Year 9 Annual Review. The Young Peoples' Service contribute to these reviews.

17. Health Services are involved with all pupils at the assessment phase and statement phase of the Code of Practice as a matter of course. Other students may require input from Health Services. (Occupational Therapy or Speech Therapy are two examples). Liaison with Medical Services is through the SEN Co-ordinator, Head of Year and School Nurse.

Heads of Year liaise regularly with the Attendance Improvement Worker and Social Services, and the SEN Co-ordinator is involved where appropriate.