

Quintin Kynaston – Personalised Learning Policy (Incorporating Special Educational Needs (SEN) Policy)

October 2008



Student Support Faculty / Extended School

The School Aim

Quintin Kynaston aims to develop the best in every student through the excellent teaching of a broad and challenging curriculum in a supportive and technologically advanced environment.

QK School continues to transform the life chances of both students and their families. It can do this because the school operates from a clear understanding of the challenging circumstances that many of the students come from. This enables the school to make sophisticated provision for their personal development that develops articulate, confident young people.

At QK we are fully committed to ensuring that every student achieves irrespective of any barriers they may have to their learning. There are a high proportion of EAL students at QK and the majority of our students live in wards that are among the most deprived in the country. We also have a significant number of students who have behavioural, emotional or social difficulties. As a Full Service Extended School we employ a range of professionals and put in place a wide range of interventions to support those students who need some additional and different support.

Guiding Principles of the Policy

- ✓ **We value all the pupils in our school equally.**
- ✓ **Our guiding principle is one of Inclusion.**
- ✓ **We want to identify and break down possible barriers to learning.**
- ✓ **We place a strong emphasis on achievement and the importance of learning**

Objectives in making provision for our students:

- To ensure that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for students with SEN are the same as those for all students.
- It is the responsibility of all teachers to identify and meet the needs of all students. In this they can draw on the extensive resources that we are able to offer as a full service extended school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met and to ensure that records of those interventions are kept.
- To ensure that resources are effectively deployed and provide value for money
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if pupils and parents are fully involved.
- To listen to the 'Student Voice' and to review practice in the light of their feedback
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for students with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Identification and Assessment of Students Personal Learning Needs

The term 'special educational needs' has a legal definition. Children with **special educational needs** all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

It should be noted that a student identified as having **English as an additional language (EAL)**, is not classified under the SEN Code of Practice as having a "Learning" difficulty. However, some of the students also have literacy and / or cognitive difficulties, which are not directly linked to their EAL difficulties and so there is some overlap (see EAL Handbook).

At QK we have a large population of EAL students, some of whom are potentially held back from achieving their potential in public examinations and may require specific literacy interventions to address this.

We also have a number of students identified as **Stretch** and **Gifted and Talented (G and T)** and there is a separate register that identifies these students that is given to all staff. There is a school policy for Stretch and G and T and a large programme of enrichment opportunities that students benefit from. We regularly audit all faculties within the school to ask them to identify the provision in place for stretching the more able students (see Gifted and Talented Policy).

The following definitions apply at QK:

Stretch – the most academically able in each year group according to indicators such as KS2/3/4 APS; performance in AS exams and so on.

Gifted & Talented Register - Gifted and talented learners are defined those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology; **Talented** describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.

Aim Higher – a programme designed to help young people improve their access to higher education. It focuses on students from families who have had no previous of HE in the UK.

So you may well have a student in one of your classes who is on the Stretch list because they have an extremely high KS4 APS (e.g. 50+) but who is not on the G&T register because they do not show a particular flair for your subject. Conversely there be a student who is exhibiting such a flair for your subject but who is not on the Stretch list.

The Inclusion/Extended School Faculty aims to provide support, in its broadest terms, to students who are identified as having a "Learning" difficulty which may be as a result of, or which may be contributing to, any of the following areas:

1. Literacy difficulties
2. Behavioural and Emotional difficulties
3. Social difficulties
4. Medical difficulties
5. Physical and Sensory difficulties
6. Specific Learning Difficulties (SpLD)
7. Communication difficulties

Personalised Learning Register

Our Personalised Learning Register (PLR) is the document that directs QK staff and other professionals to what is happening for each individual, ensuring that this information about interventions is logged at least termly to coincide with the review of the PLR.

We use SIMS to record all interventions and have a system in place to ensure that this is done at least termly.

At QK there are many ways of identifying the students who need additional input. These include:

- Transition data
- School testing / including termly assessment data
- Progress review data
- Feedback from Every Child Matters meetings
- Teachers filling out a Cause for Concern Form
- DOL completing a referral form
- Information from other sources(including parents/carers)

When it has been agreed that a particular intervention should take place the student will be identified on the PLR.

The following symbols are used at QK – S, P, A, Q

Which SEN Stage?

Students on the register will have their SEN stage reviewed at least termly, taking into account the Westminster SEN Audit tool and qualitative and quantitative data from QK Staff.

Students who have an intervention lead by a member of staff who may be considered an outside agency in another school will usually be identified as **P**. For all other interventions other than those for statemented pupils (**S**), the student will be identified as **A**. For students who have previously had interventions but do not currently have any they will be identified as a **Q**. The reason for this is to assist staff when planning by directing them to the fact that a student has previously had support. It can also help to identify those students that need close monitoring (more detailed information about SEN stages can be found in the appendix along with information about interventions at different SEN stages).

The Internal Referral Meeting Process

A key function of the weekly Internal Referral Meeting Process is to identify students who may need additional support for a variety of reasons.

All referrals that are made from DOLS are discussed at the weekly referral meeting that is attended by the following staff:

- Deputy Head teacher Inclusion
- Student Support Faculty Manager
- SENCO
- Head of EAL
- Curriculum Flexibility Manager/LSC coordinator
- Student Support Manager
- Social Worker
- Connexions PA
- EWO
- Youth Work Managers
- Health Development Worker
- Any other interested parties.

Evidence is examined before deciding on a course of action. The evidence needed is:

- cause for concern sheets from staff
- the referral form
- any other relevant information – previous IEPs etc
- progress review data

The discussion of individual students will have the following agenda:

- Identification and assessment of need (What is the problem?)
- Intervention (What will be done to support the situation?)
- Monitoring and review (How will we know if things are getting better/worse?)
- Feedback to staff (How can all parties involved be kept informed of what is happening?)

A lead person will be identified to take the agreed actions forward and minutes of the meeting will be passed on to all DOLs and all persons present. An agreement will be made between DOLs and the lead person about who will contact parents.

Assessing Progress

Pupils with a Statement of SEN

In addition to QK whole school assessment policy, the progress of pupils with a Statement of Special Educational Need is monitored by the SENCO and the SEN team formally each year through the Annual Review and is in line with the statutory requirements. Progress is measured using:

- Progress Review Data,
- SEN Progress reports
- Wide Range Achievement Tests (WRAT)
- IEP's (reviewed a minimum of three times each year)
- Teacher and LSA / LST lesson records/feedback
- Cause for concern forms
- Reading test data

Pupil progress is then reported to parents during an Annual Review Meeting which is held at school. This information is then reported to the Local Authority.

In the unlikely event that the parent and the school do not reach agreement, Westminster LA is involved and to advise and support.

Pupils at School Action (SA) and School Action Plus (SA+)

In addition to QK whole school assessment policy, the progress of pupils at SA and SA+ is monitored by:

- All strategies as per pupils with Statements of SEN pupils where appropriate
- Regular meetings with Director of Learning to review progress of all pupils on the SEN registered by the Director of Learning at scheduled points throughout the year as part of the whole school assessment cycle.
- Feedback from learning support assistants and teachers
- Feedback from other professionals

Where pupils are deemed to be progressing below an appropriate level, key stakeholders (Including SENCo and parents) will meet to agree appropriate strategies to support the pupil.

Looked After Students

Provision for students who are in public care is overseen by the designated teacher for looked after students. She works closely with Directors of Learning, Student Support Faculty/Faculty staff and social services to ensure that Personal Education Plans are regularly reviewed and implemented.

Admissions

All students with SEN, are eligible for entry to QK, as long as they meet the admission requirements common to all schools within Westminster. At QK we give priority to the following students in this order:

- Students in Public care
- Students with a Statement of SEN
- Students who have a sibling at the School
- Fifty percent of the remaining places to be offered to children living closest to the school (regardless of which primary school the child attends).
- The remaining places to be offered to children who attend a primary school in the City of Westminster as at the final closing date for applications for places in the admissions year.

Provision

- As previously stated, QK believes that all students should have access to a broad and balanced education. Thus, a key priority to try to ensure that each identified student has his / her needs met primarily in mainstream lessons, with suitably differentiated work programmes.
- For students who have particular difficulties with reading, it is recognised that, depending on their particular need, it may be more beneficial for the student to receive a limited period of withdrawal from lessons. There are a range of other interventions used depending on the needs of the student and these are listed on the provision Map (**see appendix – 4 and 5**).
- Students with 'statements' issued by a Local Authority, will have their needs met in a variety of ways as directed by the statement, which may include withdrawal, in-class support from teachers and Learning Support Assistants, differentiated work schemes, specialist equipment etc.
- In year 7 we operate a Nurture Group for students who may need additional support with the transition from primary school. These students are taught in a small group of up to eight students and always have two members of staff with them. A key aim of this group is to integrate the students into mainstream lessons as soon as they are ready.
- QK has an Excellence in Cities funded Learning Support Centre (LSC). The LSC aims to provide an alternative curriculum based on behaviour modification techniques, for students at KS3, who are at risk of permanent exclusion or who have serious behavioural, social or emotional difficulties. The LSC is designed to be a short term intervention and a key aim is to integrate the students into mainstream lessons as soon as they are ready.
- At the end of Key Stage 3 all students are encouraged to choose options that increase their chances of achieving in and enjoying school. Enrichment & Enhancement courses are run by members of the SEN team. These courses offer students the opportunity to gain support in a small group setting. Students can also gain an ASDAN qualification.
- We also have a Key Stage Four study room where members of the Student Support Faculty /Extended School team are available to offer a range of support to students.

Roles and Responsibilities/ Co-ordination of provision (Appendix – 7)

Governing Body

The school governors have specific responsibility to:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, pupil's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that the resources available to the school for SEN are effectively deployed
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing the above, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights. Governors will report to parents annually on the implementation of their SEN policy. This may reflect the success criteria noted on the last SEN policy.

The Headteacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head teacher keeps the governing body fully informed and works closely with the school's Deputy Head teachers and SEN co-ordinator.

The Deputy Head Teacher

The Deputy Head Teacher Student Support Faculty/Extended School main responsibilities include:

- Line management of key Student Support Faculty/Extended School staff
- Ensuring that policies and action plans are up to date
- Ensuring that resources are allocated according to the needs of pupils
- Monitoring the use and deployment of funding and resources to ensure that best value for money is obtained on behalf of students

The Student Support Faculty Manager (SENCO)

The Student Support Faculty Manager (SENCO) is Henry O'Brien – Coker. His responsibilities include:

- The upkeep of the Personalised Learning Register
- Co-ordinating Individual Education Plans
- Line management of the SENCO
- Line management of the LSC co-ordinator
- Co-ordinating provision for pupils with special educational needs
- Deploying SEN staff to effectively meet the needs of students
- Liaising with and advising fellow teachers
- Liaising with parents of pupils with special educational needs
- Making arrangements for examinations
- Liaising with the primary school SENCO, educational psychologists, school nurse, speech and language therapists and other professionals.

Teaching Staff

All teachers are teachers of children with SEN and are responsible for adapting the curriculum to meet the needs of individual pupils within their lessons. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed

The Student Support Faculty employs a variety of staff to meet the needs of the students. Within the SEN team, there are learning support teachers (LST's), Learning support assistants (LSA's) which is in addition to the range of other pupil support roles undertaken within the Student Support Faculty (**see staffing flow chart - appendix - 8**). Each curricular area also has one member of staff who represents them at SEN Cross –curricular meetings.

QK ensures an appropriate match between teaching assistants' skills and experience and the needs of students. To that end, job descriptions are reviewed annually and appointments are in line with areas of need. 2006 – 2007 academic year saw an opportunity to appoint a number of Learning Support Assistants to manage a specific and specialist area outlined below.

Post	Number of staff required
Specific Learning Differences (SpLD)	1 post
Moderate Learning Difficulties MLD	1 post
Learning Support Centre	1 post
Behavioural, Emotional & Social Difficulties BESD	2 posts(KS3 and KS4)
Sensory / Physical including Hearing Impairment and Visual Impairments HI / VI	1 post
Sixth Form	1 post
Year 7 nurture group	1 post

QK is committed to tailoring their individual CPD to support any possible future applications to the posts.

Quintin Kynaston School follows Westminster LA Guidelines for all appointments.

Use of outside agencies for both staff and student support is always used when appropriate e.g. Behavioural Support Team, Counsellors. Links with Health and Social Services, EWO and other voluntary organisations are actively encouraged and managed mainly by the SENCO and Directors of Learning. Directors of Learning also manage the transfer of information between schools should any SEN student move schools, either into or out of QK.

Active partnership with parents is a priority at QK. Regular meetings with parents are encouraged. The use of interpreters at Annual Reviews, individual meetings and Progress Review Days is also practised.

Arrangements for training and development of all staff including Support Assistants

At QK there is a very strong Performance Management system and this is used to identify strengths and areas for development. During this process all staff agree targets and opportunities for training with their line manager.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year, which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Staff training within the SEN team is provided for within whole school training. In addition staff attend training organised by the LEA and other agencies.

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN. A letter is sent home informing them of the nature of support.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

Each child's class teacher/form tutor will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher or form tutor. Parents are invited to attend all review.

Parents and Carers equally hold unique knowledge of the needs and circumstances of their children. To ensure that we actively seek out and incorporate this knowledge and these views, QK ensures that all Year 6 pupils, parents and carers are offered an induction afternoon in the summer term prior to starting at QK. This is in addition to all other transition packages on offer from the school. This ensures parents carers and pupils have an opportunity to meet with all staff, have a tour of the school, look at a sample timetable, be shown a range of resources on offer for each pupil and be given an opportunity to raise any questions or comments.

Additionally, QK seeks out the views and comments of all parents at least once each year through the Parent and Carer Questionnaire form, which is completed by the parents and carers at the end of each annual review meeting. **(See appendix - 7)** We recognise the value of anonymity, so we therefore will ensure that all parents will be invited to complete this anonymously each year during the SEN self review cycle (See SEN monitoring and evaluation policy)

As with all information, QK recognised the importance of ensuring parent and carer access to SEN information. To that end, we currently:

- Offer free access to translators during all meetings as required
- Allow the scheduling of Annual Review and IEP meetings at all other formal progress review / parents' meetings offering parents the opportunity to coordinate meetings at school. We also hold Annual Review Meetings each week with times negotiable to suit parents and carers

QK is also committed to strengthen the parent and carer access to information by committing to:

- Writing the QK SEN policy document (including complaints procedures) and the Parent and Carer Questionnaire form in all appropriate additional languages other than English by March 2008
- Having this policy available on audio CD on a range of different languages by March 2008

Student Voice

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about the sort of help they would like to help them make the most of their education. This knowledge is key when planning support packages for each pupil. QK ensures that pupils' views are actively sought and incorporated at every stage. This is achieved through pupils' contributions to:

- The setting and reviewing of Annual Review goals as set out in their statement of Special Educational Need
- The setting and reviewing of the individual packages of support including staffing, through the Annual Review meetings, IEP planning and reviews and half termly support agreements completed between LSA/T and the pupil every term
- Completing an anonymous pupil SEN review questionnaire each year as supported by the QK School Council (in place by July 2007)

Mentoring

Every student in the school is mentored by a member of the Senior Leadership Team. SLT members have relevant data on each student to ensure that they are totally up to date with the progress of the student. Key aims of the mentoring are to:

- seek students' views on a range of issues and to take action.
- identify any issues of underachievement and discuss ways of addressing them.
- check on the well being and enjoyment of each child.

Following mentoring sessions members of the SLT collate their findings and agree actions that need to be taken.

Evaluation

Evaluation of the success of the school's SEN policy is based on a variety of factors. These include the progress made by students on the termly reading tests, individual testing carried out by the Student Support Faculty, movement down the SEN stages, achievement of IEP targets and examination successes. Students who may only have physical difficulties, are able to achieve success through individualised programmes, which are monitored by the SENCO.

Complaints

Should any member of staff, outside agency, student or parent have cause for complaint about provision for SEN students, this will be dealt with swiftly by the responsible member of the Senior Management Team, in consultation with the SEN Co-ordinator. There is also one member of the Governing Body (XXX), who maintains a general oversight of all SEN matters.

Appendix – Index

1. Legislation in relation to SEN and this policy
2. Code of Practice
3. Detailed information about SEN Stages
4. SEN Provision Map
5. Register of Interventions
6. Recording Information about Interventions
7. Parents and Carers' Views – Questionnaire
8. Staffing Flow Chart

Appendix - 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling – pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2001</i>
Draft Disability Rights Code of Practice	<i>Draft for consultation available on the DRC website at www.drc-gb.org. Code expected to come into force from September 2002</i>
Secondary National Strategy for School Improvement	<i>Ref: DFES-03987-2006 2006</i>
The Children's Act. Every Child Matters : A Change for Children	<i>2004</i>

Appendix - 2

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

-A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 1993*)

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind"

See Section 312, Education Act 1996

Definition of Disability

"A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed"

See Section 17(11), Pupils Act 1989

"A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

Appendix - 3

More Detailed Information About SEN Stages

School Action

The basis for intervention through **SCHOOL ACTION** could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not improved by the behaviour management techniques used by the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum; and
- Has not made progress commensurate with ability.

Further information on the precise nature of these criteria is being included in the SEN Toolkit.

Where a member of staff has a concern about a pupil's progress, they would be expected to report their concerns to their Head of Faculty, Director of Learning or a member of the SEN team who will then take action. Initially, this will include: informing parents of area of concern by DoL, analysing pupil progress data by DoL; circulation of Cause for Concern consultation request to all relevant teachers and contacting parents where indicators suggest a possible special educational need. Parents are informed and consulted at all stages.

Interventions include IEP's. For a fuller range of strategies, see "Provision Map- DRAFT May 2007, appendix 3.

School Action Plus

If the pupil continues to have difficulties despite all the interventions and the putting in place of an Individual Education Plan (IEP), then SCHOOL ACTION PLUS comes into play.

If existing interventions have not delivered the expected outcomes, schools are able to make a request to the LEA for a child to move on to the SCHOOL ACTION PLUS stage of the Code of Practice. This request supported by evidence of intervention at SCHOOL ACTION will be evaluated by the Authority's SEN Moderation Panel. The panel includes Headteachers, SENCOs, the Head of Service and service representatives and is chaired by a Headteacher on a rolling basis. If the request is agreed, a sum of money to support additional action at SCHOOL ACTION PLUS will be provided to the school. How this funding is used is at the discretion of the school, subject to making effective provision. The trigger for this could be that the pupil:

- Continues to make little or no progress in specific areas over a long period as set out in his/her existing Individual Education Plan (IEP), which has been subject to regular reviews.
- Continues working at National Curriculum levels substantially below those expected of pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group despite having an individual behaviour management programme
- Has sensory or physical needs and requires additional or specialist equipment or regular visits or advice providing direct intervention to the pupil or advice to the staff by a specialist service.

- Has ongoing communication or interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning.

Actions and resources provided at Schools Action Plus are designed to supplement *not replace* actions and resources at Schools Action.

Further information on the precise nature of these criteria will be included in the SEN Toolkit

Interventions: See "Provision Map- DRAFT May 2007, appendix 3, page 23"

STATEMENTED PROVISION is the final stage in the Code of Practice.

All except a small number of pupils' needs will be met at SCHOOL ACTION and SCHOOL ACTION PLUS. For these pupils it will then be necessary for the school in consultation with the parents and any external agencies already involved to consider whether to ask the LEA to initiate a Statutory Assessment. Whilst this is taking place the school must continue to make provision for the pupil through SCHOOL ACTION PLUS.

Requests for Statutory Assessment will be supported by evidence of intervention at SCHOOL ACTION PLUS using the proformas included in the SEN Toolkit that and will be determined by the Authority's SEN Moderation Panel, as described above. If the request is agreed, a Statutory Assessment will be initiated.

Statements should be provided for pupils whose special educational needs:

- require that they receive their education wholly or largely outside a mainstream setting. This means that all pupils attending special schools or centrally resourced provision should have a statement
or
- require a complex and/or multi agency response. This may include:
 - significant intervention and specialist support from sensory team
 - significant input from a health professional including nursing care or from a speech, occupational or physiotherapist and who will provide regular support on a long term basis;
 - specialist equipment or resources not normally available in mainstream schools

SEN
Provision Mapping
For Meeting Pupils' Needs

Quintin Kynaston School

2008- 2009

The Wave Approach

The Secondary National Strategy (SNS) recommends a systematic approach to teaching based on three 'waves' of tailored support. Schools use this approach to plan, design and tailor effective and appropriate provision.

The 'waves' model is a useful tool for planning intervention systematically.

Wave 1 - Tailored teaching in classes

Wave 1 teaching is high quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted on all pupils' needs and prior learning. It derives from schemes of work that are designed to ensure that all pupils make good progress.

Effective Wave 1 teaching anticipates the needs of pupils based on good use of yearly transition data and information that translates into curricular targets.

The most important element in securing progress for lower-attaining pupils is ensuring inclusive, interactive and varied teaching strategies in mainstream lessons. The National Curriculum statutory statement of Student Support Faculty2000 sets out three key principles.

- setting suitable learning challenges (learning objectives)
- responding to pupils' diverse needs (teaching styles and strategies)
- overcoming potential barriers to learning.

Wave 2 - Targeted intervention support programmes

Wave 2 consists of additional, time-limited, appropriately targeted intervention support programmes (over and above Wave 1)

Wave 2 support is designed to:

- increase rates of progress and secure learning for groups of pupils putting them back on course to meet or exceed national expectations
- take the form of tight, structured programmes of small group support, carefully targeted and delivered by teachers or appropriately skilled teaching assistants to help pupils achieve their learning objectives
- support whole class lessons, or be built into mainstream lessons as part of guided work.

Critically, pupils must have opportunities to consolidate and apply their Wave 2 learning in mainstream lessons.

Wave 3 - Increasingly individualised programmes

Wave 3 is Wave 1 plus increasingly individualised programmes

Wave 3 support is aimed at accelerating and maximising progress and minimising performance gaps. This will involve one to one or very small group support via a specialist teacher, highly trained teaching assistant or academic mentor, to support pupils towards the achievement of very specific targets.

Examples of Wave 3 intervention are:

- pupils working individually with a teacher, teaching assistant or mentor
- using the Reading Challenge, Writing Challenge, Mathematics Challenge materials.

a) Provision Mapping by Year Group - KS3

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
All years	Differentiated curriculum planning, activities, delivery and outcome. Use of writing frames/key words/ICT to support pupils with literacy difficulties. Setting/ smaller lower sets. Concessions for testing			
	In class LSA support focussed on SEN pupils in subject areas.		Equivalent of 14.4 x FT = 360 hrs per week	All year
	Parenting Sessions	Individual	1 x 50 min sessions (Clin Psych)	All year depending on progress
	Accelerated Reader	Tutor Groups	5 x 50 min sessions 14 LSA's	1 week @ start of year.

Year 7	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
	Reading Catch-up. Intensive literacy support / mentoring (St, SA+) Withdrawn from negotiated lessons.	Individual (10 pupils)	2 x 50 min	All year. Pupils may change dependent on progress.
	Learning Challenge: organisation skills	Small group 5 pupils	5 x 50 min LSA 2 x	All year
	Reading groups	Small group	4 x 50 LST	All year depending on progress
	SpLD mentoring project	Small group	1x 50 min SpLD coordinator	All year
	Nurture group	Small group	1 teacher 1 x LSA 50 min	30 periods x 3terms
	Anger management-Planned programme for students who are showing aggressive behaviour and need support to gain the skills\ knowledge to be assertive and respond appropriately.	8 Pupils per group	1x LSA 50 min	1 session x 12 weeks (three times each year)
	Circle time	Whole class	1 x LSA 50 min	All year
	SRA Corrective Reading Programme	Small group (up to 12 pupils per group)	As required	Terms 4, 5 +6
	SpLD group – Learning Styles workshop	Small group	2 x 50 min LSA	
	Board Games lunch club (socialisation and confidence focus)	Small group	2 x 50 min LSA	Terms 3, 4,5 6
	Speech and Language Group	Group	3 x 50 min LSA and STR (with input from SALT)	Term 3,4,5,6
	Additional literacy lessons	Small group	7 x 50 min specialist literacy LST	All year
	Word / Number Shark – not started (apart form done in Reading Groups)	Small group / 1-1 as appropriate	2 x 50 min LSA	Terms 2,3,4,5,6
	Spelling Program	Group	4 x 50 min LST.	All year.
	LSC	Small Group	30 x 50 min LST 30 X 50 Min LSA	All year.

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
Year 8	Learning Challenge: organisation skills	Small group 6 pupils	3 x 50 min LSA	All year
	Metacognition lessons (learning about learning)	Individual	2 x 50 min LSA	All year
	Reading groups	Small group	4 x 50 min LSA	All year
	Anger management -Planned programme for students who are showing aggressive behaviour and need support to gain the skills\ knowledge to be assertive and respond appropriately. Fired up Programme - to give students the knowledge to deal with awkward situations that they usually get angry over and identify their triggers and enable them with strategies to deal with the triggers before explosion stage.	8 Pupils per group	1x LSA	1 session x 12 weeks (three times each year)
	SpLD group – Learning Styles workshop	Small group	2 x 50 min SpLD coordinator	
	Speech and Language Group	Group	3 x 50 min LSA and STR (with input from SALT) per week	Term 4,5,6 Run in 6/52 groups for all terms.
	Word / Number Shark – not running yet.	Small group / 1-1 as appropriate	2 x 50 min LSA	Terms 2,3,4,5,6
	Additional literacy lessons	Small group	7 x 50 min specialist literacy LST	All year
	Girls Group	Small group	1 x 50 min – STR	8 weeks, Term 1 + 2 and as needed.
	LSC	Small group	30 x 50 min LST 30 X 50 min LSA	All year.
	Spelling Program	Small group	30 x 50 min LSA	All year.

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
Year 9	Metacognition lessons (learning about learning)	Individual	3 x 50 min STRA	All year
	Reading groups	Small group	2x 50 min LST	All year
	Anger management -Planned programme for students who are showing aggressive behaviour and need support to gain the skills\ knowledge to be assertive and respond appropriately.	8 Pupils per group	1x LSA	1 session x 12 weeks (three times each year)
	SpLD group – Learning Styles workshop	Small group	2 x 50 min SpLD coordinator	
	Speech and Language Group	Group	3 x 50 min LSA and STR (with input from SALT)	Terms 2,3,4,5 & 6 weekly sessions.
	Transition planning Connexions	Individual	(Connexions PA)	Approx 1 session per statemented pupil during Autumn term (or as appropriate i.e. annual review)
	Word / Number Shark	Small group / 1-1 as appropriate	1 x 50 min LSA	Terms 2,3,4,5,6
	Additional literacy lessons	Small group	7 x 50 min specialist literacy LST	All year
	Spelling Program	Small group	1 x 50 min LST	All year
	Bright Girls Group	Small group	1 x 50 min STR	Ongoing Terms 2,3,4, 5 & 6 as required.
	Learning ASDAN	Small group	3 x 50 min STR 3 x 50 min LSA	Ongoing Terms 2,3,4, 5 & 6.
	Professional Development Program	1 pupil	2 X 50 Min LSA	Ongoing
	LSC	Small group0	30 x 50 min LST 30 x 50 min LSA	All year.

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
Year 10	Metacognition lessons (learning about learning)	Individual	1 x 50 min STR	All year
	Reading groups	Small group	3 x 50 min LSA	All year
	KS4 Study room	Small group	1x teacher 30 periods per week 30 x LSA 50 min periods per week	All year
	Enrichment and Enhancement	Small group	9 x 50 min LST 9 x 50 min LSA.	All year
	KS4 Catch Up	Small group		All year.
	Part Time Timetable	1 pupil	14 x 50 min	To be reviewed as needed.
	Professional Development Program	Small group	2 x 50 min LSA	All year.

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
Year 11	Metacognition lessons (learning about learning)	Individual	2 x 50 min LSA	
	Reading groups	Small group	3 x 50 min LSA	All year
	Enrichment and Enhancement	Small group	6 x 50 min LST 6 x 50 min LSA.	All year
	KS4 Study room	Small group	1x teacher ESN - 30 periods per week 30 x LSA 50 min periods per week	All year
	Lunchtime Reading Club	Small group	2 x 50 min LSA	Terms 3,4,5
	Transition planning Connexions	Individual	(Connexions PA)	Approx 1 session per statemented pupil during Autumn term (or as appropriate i.e. annual review)

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
KS5	Literacy lessons	Small group	9 x 50 min LSA	All year

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
All years	Student Support Facultymanager	both	1x FTE	All year
All years	Teacher in Charge of Assessment	both	1x FTE	All year
All years	Teacher in Charge of Curriculum	both	1x FTE	All year
All years	Learning Support Teachers	both	2 x FTE	All year
All years	Learning Support Assistants	both	14.4 x FTE	All year
KS3	Learning Support Unit Manager	both	1x FTE	All year
KS3	Pupil Referral Unit	Individual	Respite placements	All year - termly
All years	Learning mentors	both	4 x FTE	All year
All years	Counsellor	Individual	0.4 FTE	All year
All years	Child Psychotherapist	Individual	0.3 FTE	All year
All years	Marlborough CAMHS worker	Group work with families	0.4 FTE 2 days	All year
All years	Youth Work Managers	both	2 x 0.6 FTE	All year
All years	Connexions Advisor	both	1 x FTE	All year
All years	Connexions Advisor – Careers focus	Individual	1 x FTE	All year
All years	EMA teacher	both	0.2 FTE	All year
All years	Youth Advisors	Both		All year

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
KS4	Key Stage 4 Study room Co-ordinator	Groupwork	1 x FTE	All year
KS4	Re-engagement Programme Co-ordinator	Individual	0.6 FTE	All year
KS4	Work placement co-ordinator	both	1 x FTE	All year
KS5	Life coach	Individual	0.1 x FTE	All year
All years	Social worker	Individual	0.6 FTE	All year
All years	Police officer	Individual	1 x FTE	All year
All years	Educational Psychologist	Individual	12 days	
All years	School Nurse	Individual	0.2 x FTE	All year
All years	Education Welfare Officer	Individual	0.5 x FTE	All year
All years	Hungerford Drugs worker(voluntary)	Individual	0.1 x FTE	All year
All years	Anna Freud Workers(voluntary)	both	2 x 0.1 x FTE	All year
All years	Victim Support	Individual	As and when	All year
All years	Youth Offending Team	Individual	As and when	All year
All years	YISP workers	Individual	As and when	All year
All years	Other social services input	Individual	As and when	All year
All years	Pastoral Support Officer	Individual/Group	1 x FTE	All year.

Appendix- 5

Register of Interventions

The table should be used as a guide to aid identification of a student at a particular SEN stage. There needs to be a full discussion of each students progress in order to place them accurately.

School Action (A)	School Action Plus(P)
Academic Mentoring (James)	Connexions: SEED
Access to specialist ICT	Counselling: Robert Downes
Alternative curriculum / Vocational Learning	EP / DoL consultation meeting
Anger Management: Individual/ Small group	EP: with CAF referral
Circle Time (small groups including 7I)	Hungerford Drug Project
Enlarged Print	Local Authority Advisor: Hearing / Visual impairment, SaLT etc
Enrichment and Enhancement	Marlborough Family Service: Individual
Exam Concessions	Marlborough Family Service: Small Group
Handwriting skills (letter formation and neatness)	Marylands
Illustrated (ACE) Dictionaries	Medical Needs Tuition (PRU)
In class support	PRU respite
In Class Support	PSP: External Agencies Named
In Class Support (LSA or LST)	Psychotherapy: Susan Sayder
Increases Visual Aids	SaLT: individual
Keyboard Skills	SaLT: small group
KS4 Study Room	SpLD: Co-ordinator
Learning challenge (Small Group)	Youth Mentoring Service: Barry Hunt
Life Coach	Specialist teacher (Maurice Sparrow etc)
LSC Placement / Lunch Club	Re-engagement Programme
Lunch Reading Club	Learning mentors(individual work)
Metacognition	Social Worker Intervention
Number Shark	Victim Support Intervention
Nurture Group (7I)	
Peer Mentoring	
Planning support for staff	

Progress Files	
PSP (with no external agencies involved)	
Reading Groups	
Reinforcement on use of symbols	
Reward Programme (individual or group)	
SEAL (small group withdrawal)	
Target Card (tutor, DoL, SLT, LSA, LST etc.)	
Visual Timetables	
Word Shark	
Low ability literacy	
6 th for study support (DDS)	
6 th form Literacy support (JCA)	

School Action (A) (cont)	School Action Plus(P) (cont)
LSC outreach	
College placements	
Managed move	
Healthy Eating Co-ordinator: small group and individual	
Academic Mentoring	

Appendix – 6

Recording Information about Interventions

School based interventions are logged on SIMS using the following format on a half - termly basis. This should mean that each student will have a record of all interventions that are additional and different to other students in their SIMS file.

SIMS Information Log – (an example using a fictional student)

Stage - a	Stage - b	Stage - c	Stage - d	Stage - e	Stage - f	Stage - g

<u>Full name/ Tutor Group</u>	<u>Intervention - Group or individual work</u>	<u>Start/finish of Intervention</u>	<u>Attendance</u>	<u>Reason for referral</u>	<u>Impact on Learning</u>	<u>Further Recommendations</u>
Ahmed Ifthakir 9T	Anger Management Individual work - DNE	September 6 th – October 20 th 2007	5 / 7 sessions	Extreme rudeness to staff, refusal to work. Very little work completed in class. Refusal to utilise support offered.	Little change in concerns around behaviour. The student asked if he could work with the counsellor. (see evaluation sheet).	Referral to school counsellor.

Process for Staff

- A student or group of students are discussed at the weekly referral meeting and there is an agreed action with a lead member of staff identified.
- When it is agreed that an intervention should take place the member of staff should complete stages a, b and e of the intervention Log and e-mail them to the Student Support Faculty Administration Officer (Alison Knight). If the intervention is group work (please state whether the student is joining a new or existing group).
- On set dates each half term all staff on the SIMS Information List need to have contacted AKT to pass on information about interventions or to confirm that the intervention has ended (please attach evaluations). All staff will be e-mailed a week in advance of this date by Alison Knight as a reminder.

(Appendix- 7)

PARENTS' AND CARERS' VIEWS OF THE SEN DEPARTMENT May 2007

For parents of pupils with a statement of Special Educational Need

Please give the year of the pupil	
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<i>Please tick</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	
1 My child likes school.						
2 My child is making good progress.						
3 Children, pupils or students behave well.						
4 My child is not bullied or harassed at school.						
5 SEN support is good.						
6 I am kept well informed about how my child is getting on.						
7 I feel comfortable about approaching the school with questions or a problem or complaint about SEN support.						
8 Staff expect my child to work hard and do his or her best.						
9 The SEN team is led and managed well.						
10 Staff treat my child fairly.						
11 The school seeks the views of parents and takes account of their suggestions and concerns.						
12 Staff explain how I can help my child at home – or – The school provides appropriate homework.						
13 Staff encourage my child to become mature and independent.						

14 The school fully understands the needs of my son or daughter							
15 The arrangements for my son or daughter to settle in when he or she started at the school were good.							
16 I am involved with key decisions about how my child is supported in the school.							
17 I am involved in writing IEP's							
18 The school makes good use of external agencies to support my child							

If you wish to add any further comments, please use the back of this questionnaire. **Please do not refer to individual members of staff by name.**

