

MILFORD HAVEN SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

1. Information about the school's Special Educational Provision

The governing body of Milford Haven School is committed to the education of pupils with Special Educational Needs and will make appropriate Special Educational provision for them. All pupils will have the opportunity to become involved in all aspects of school life and have access to the whole curriculum.

A child with SEN has a 'learning difficulty' (defined as a significantly greater difficulty in learning than the majority of children of the same age) or a disability which makes it difficult to use the educational facilities generally provided locally; the constraints may be one or a combination of the following - physical, intellectual, emotional, social, sensory or lack of educational opportunity.

'Special Educational Provision' is defined as provision additional to, or different from that made generally for children of the same age in local schools.

The Governing Body appoints a member with responsibility for SEN. The Headteacher has responsibility for ensuring that the governing body's policy is being administered effectively, efficiently and equitably within the school. The day-to-day operation of school's SEN policy is delegated to the school's SENCO (Special Educational Needs Co-ordinator); she is directly accountable to the Headteacher.

Staff in the school have a wide range of qualifications and skills and have developed special expertise in helping students with a range of learning difficulties. The school has a specialist dyslexia teacher and two trained dyslexia Learning Support Assistants.

There is wheelchair access to most areas, but not to Food Technology and Art. Special toilet/shower facilities are available for those who require extra care and privacy. The department also has a Respite Room for those pupils who present with Autistic Spectrum Condition and require a 'sanctuary' in the school day as well as a small kitchen area for a small group of pupils to cook.

2. Information about the school's policies for identification, assessment and provision for pupils with SEN

Resources for Special Needs provision are allocated according to the LEA formula for SEN; there are full time and part time teaching staff and a number of Learning Support Assistants.

Identification, assessment and review procedures are given a high priority. There is an early identification and assessment of need, and an identification of pupils with transient and those with enduring difficulties. Use is made of a full range of screening and assessment tools which include information from the primary schools, Reading Scores; MidYis test results and parents. The SENCO visits the primary schools to discuss the individual needs of pupils before their entry into Year 7 and attends Year 6 Annual Reviews for pupils with Statements. We implement the 3 stage model of assessment and provision from the Special Education Code of Practice; there is differentiation between the stages and action to match pupils' needs.

The Annual Review, for pupils with Statements of SEN and those at School Action Plus focuses on progress made by the pupil and the effectiveness of special help. An update on information and advice is available and decisions are made about future action to be taken. Parents are invited to attend, encouraged to contribute and are informed of the outcomes.

Arrangements are made to ensure that pupils with SEN have access to a balanced and broadly based curriculum, including the National Curriculum. A Learning Support class is in operation in all year groups for pupils who require targeted small group support with literacy and numeracy.

A Reading Acceleration programme enable pupils to access the necessary literacy levels in mainstream classes in years 7 and 8. In all other areas of the curriculum pupils are taught by subject specialists and work is differentiated appropriately. Pupils with SEN are taught in an appropriate mainstream group and supported by Learning Support Assistants where necessary. Pupils are occasionally withdrawn from mainstream classes for specific help by a Learning support assistant trained in developing support to dyslexic pupils, guided by the specialist Dyslexia teacher.

A part-time Curriculum Support Group is available for pupils in Years 7, 8 and 9 who hold a Statement of Special Educational Needs stating that they need to be educated in a small group, or if the pupil has a report from the Educational Psychologist saying the above. In years 10 and 11 pupils with identified Special Educational Needs will follow the National Skills Profile Vocational course.

There is a 6th form SEN Personal and Social Development Course which can run for up to two years delivered by Learning Support Staff.

I.E.Ps are available to all staff on the school database. Staff from the Learning Support Department liaise with staff in the subject departments advising on appropriate differentiation for pupils with SEN. IEPs are updated at least twice yearly. All parents of pupils with an IEP are invited to a meeting at the end of the summer term in order to discuss their child's needs for the next academic year.

All pupils register in a mixed ability Form Tutor group to ensure social integration, they are all encouraged to be involved in school social events. There is a club at break and lunchtimes for pupils who are deemed vulnerable or require constant supervision.

Two pupils whose needs may be considered as requiring extra support are supported by LSA's who are provided with walkie talkies radio linked to the SENCo.

A complaint may be made in person, by telephone in writing, or e-mail and parents are always invited into school to discuss their concern and the Headteacher is informed. Parents are encouraged to make contact even if there is a mild concern in order to alleviate any situation before anything serious develops.

3. Information about the school's staffing policies and partnership with bodies beyond the school

All staff working in the Learning Support Department are made aware of in-service training available from the Local Education Authority and are also encouraged to find appropriate INSET outside the authority. For other staff, appropriate opportunities are taken to develop the experience and access the training and qualifications in line with their contribution to meeting the special needs of their pupils.

The school provides parents with information about how they may be involved in and contribute to assessments, reviews and decision making. Parents also receive information about the services provided by the LEA for pupils with SEN and voluntary organisations from which information and advice may be obtained. It is the school's policy to maintain regular contact with parents of pupils with SEN and make them welcome in school.

Close contact is maintained with the relevant LEA support services. The Educational Psychologist attends the school each week to assist with pupils who require further professional help. The Pembrokeshire Pupil Referral Service (PRS) provides a short term provision for pupils with Emotional/Behavioural Difficulties in the Pupil Referral Unit in Neyland. Mutual benefit is gained from links with other schools, including Portfield Special School, by sharing resources and expertise.

The school is currently in partnership with Portfield and is providing an Entry Level French Course for a group of SEN students in years 8 & 9.

A Behaviour Support Teacher is attached to the Family of Schools to assist in the assimilation of pupils returning to school and those with behaviour problems.

When a pupil reaches the end of Year 9, relevant staff and representatives from the support agencies work with the pupil and their parents to discuss their future needs; they are formulated in a Transition Plan.

All pupils in Year 10 and Year 11 have a Careers programme as part of the curriculum, but extra expert advice is available if appropriate for pupils with SEN.

Liaison is maintained with outside agencies, e.g. Speech & Language Therapists, Advisory Teacher for Autism, the School Nurse, Teacher for EAL pupils, Youth Worker and School Counsellor. Members of the Senior Management Team, Heads of Year and the SENCO also work closely with Social Services and the Police. The Pupil Support Officer for the Family of Schools is based in the school, liaising with Heads of Year regularly regarding pupil attendance.

An evaluation of the SEN policy is achieved by reviewing SEN targets and their outcomes in the Learning Support Department Development Plan and the School Development Plan. This then provides the framework for reporting on the success of the SEN policy for individuals when reviewing the IEPs and when the Governing Body reports to the parents in the Annual Report.