



St Anthony's Girls' School

Special Educational /Additional Needs Policy

Ratified by the School Governors 2nd November 2011

**M Shepherd Head Teacher
A Shanks Chair of Governors**

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St. Anthony's School Aims

St. Anthony's is an all girls' 11-18 comprehensive school.

It aims to deliver a broad and balanced curriculum, as required by current legislation and taking into account our specialist school (Technology College) status.

We wish to enhance and develop the lives of all our pupils in a truly Christian atmosphere and in full co-operation with parents to build character, a healthy sense of moral values, an abiding awareness both of personal worth and the needs of others.

We provide the full range of courses required by current legislation, as well as many others, tailored to the capabilities and interests of the entire range of ability within the school: including vocational, leisure, creative as well as academic studies.

The process of formative tutorials enables students to share this aim by actively contributing to their development, by considering their capabilities and working with peers and staff to achieve this.

Our pupils may then leave school equipped to cope with their future and make it a good one for themselves and others.

Specific legislation relating to Special Educational Needs Education

The key legislation relating to special educational needs is set out in the Educational Needs and Disability Act 2001, the Equality Act 2010 and the Disability Discrimination Act 2005.

Specific aims relating to SEN education

At St. Anthony's we aim to:

- Ensure that all pupils' needs, whatever they may be, are met as effectively as possible within a broad and balanced curriculum
- Identify all pupils' needs early and effectively manage learning at all key stages and the transfer of SEN pupils at KS2/3, KS3/4 and post-16.
- Take into account the wishes of the child, in partnership with staff and parents.
- Undertake review of IEPs and annual review of special needs.
- Ensure a multi-agency and multi-disciplinary approach to SEN within the school and working with external agencies.

Staffing and Roles

Staff from all subject teams are involved in teaching SEN pupils in bands, sets and mixed ability groups. Departments have a SEN Representative who represents the department at SEN meetings. These SEN reps are also responsible for ensuring that IEPs are distributed correctly within their own department

Staff from all year teams is involved in teaching SEN pupils in mixed ability forms.

The following staff have more specialised responsibility:

Mrs M Burns is Deputy Head Teacher and has responsibility for inclusion and pastoral care. She coordinates all pupil support and is line manager for Pastoral Leaders. Deputy Pastoral Leaders, SENCo, Pupil Support Manager, School Counsellor and School Chaplains. She has particular responsibility for pupils with behavioural, emotional and social issues.

Mrs Ashleigh Hall is SEN / AEN Coordinator and as such has a responsibility for the implementation of the Code of Practice within the school. She is Head of Learning Support and also Learning Mentor Coordinator. She has a particular responsibility for pupils with physical and medical needs, with communication and interaction issues and learning issues. They create and maintain a school SEN register, EAL list and also a medical list, all of which are available on the school's intranet. (See SEN and Support Team folder in the N Drive).

Mrs Hall also liaises with the school's SEN Governor to ensure that the board of Governors are fully informed of the Schools' day to day running within the SEN department

Deputy Head Teacher

Mrs M Burns is the Deputy Head Teacher.

Core purpose of the Deputy Head Teacher responsible for inclusion and pastoral care.

To provide professional leadership in their SMT area, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement. As a member of the SMT Deputy Head Teacher works with the Head Teacher and other members of the SMT and LG to provide vision, leadership and direction for the school and to ensure that the school is well managed and organised to meet its aims and targets.

Key outcomes of SMT leadership

Effective SMT leadership results in:

Professional Knowledge and Understanding

To carry out her responsibilities effectively the 2nd Deputy Head Teacher needs specific professional knowledge and understanding and a range of leadership, management and personal skills and attributes appropriate to her areas of responsibility.

Key areas of responsibility of the current post holder:

- **Pupil Support**
 - Pastoral Care
 - Child Protection
 - Behaviour Management
 - Attendance issues
 - School Liturgy and Spiritual Development in conjunction with School Chaplains.
 - School Counsellor/Social Worker Programme in conjunction with St. Cuthbert's Care
 - Pupil Planner co-ordination

- **Pupil Progress**
 - Targets at whole school level (Tutorials)
 - Attendance data
 - Behaviour Management

- **Staff Support**
 - Pastoral Care
 - Year Team Leadership
 - Inclusion Officer
 - School Counsellor
 - Pupil Support Manager
 - SENCo
 - LSA and LM Team
 - Chaplains
 - Performance Management Team Leader

- **Planning**
 - Co-ordination of the above plus whole school issues at SMT level:
 - School Development Plan and whole school initiatives
 - Staff Recruitment and Retention
 - Staff Handbook and Staff Planner co-ordination

- **Continuing Professional Development**
 - Relating to all of the above

- **Attendance at relevant events in school**
 - Meetings
 - Parents Evenings
 - Open Evenings
 - Option Evenings
 - School productions
 - School presentations

Skills and attributes

- **Leadership skills** – the ability to lead and manage people to work towards common goals
- support the Head Teacher’s vision for an effective institution
- initiate and manage change and improvement
- prioritise, plan and organise
- direct and co-ordinate the work of others
- build, support and work with high performing teams
- work as part of a team
- devolve responsibilities, delegate tasks and monitor practice
- motivate and inspire
- set standards and provide a role model
- seek advice and support when necessary
- deal sensitively with people and resolve conflicts
- command credibility
- provide professional direction
- make informed use of inspection and research findings
- apply good practice from other sectors and organisations

- **Decision making skills** – the ability to investigate, solve problems and make decisions
- make decisions based upon analysis, interpretation and understanding of relevant data and information
- think creatively and imaginatively to anticipate and solve problems and identify opportunities
- demonstrate good judgement

- **Communication skills** – the ability to make points clearly and understand the view of others

- **Self-management** – the ability to plan time effectively and to organise oneself well.

SENCo and Learning Support Co-ordinator

Mrs Ashleigh Hall is SEN / AEN Coordinator.

The SENCo

- Oversees the day to day operation of the school's SEN policy.
- Co-ordinates provision for children with SEN.
- Creates and maintains the school's Code of Practice and EAL list
- Creates and updates the school medical list which is used for every external visit.
- Manages pupil with the Learning Support Co-ordinator and Learning Mentor Co-ordinator.
- Liaises with secretarial staff and ICT Co-ordinator regarding records relating to SEN.
- Pupils held on the SIMS and Intranet systems.
- Liaises with and advises fellow teachers.
- Liaises with parents of pupils with SEN
- Contributes to CPD for teaching and non-teaching staff
- Liaises with external agencies e.g. psychological service, hearing support, school nurse, occupational therapy, speech and language, diabetes support nurse etc.
- Liaises with the LA regarding Formal Statutory Assessments
- Liaises with feeder primary schools in association with HOY 7 and School Strategy Manager, Dr. P Thomson (DH).
- Liaises with School Counsellor/Pupil Support Manager.
- Liaises with Deputy Head with responsibility for behaviour management and attendance issues.
- Liaises with the Librarian, the ICT Co-ordinator and HOD's regarding resources for SEN pupils.
- Liaises with PPLs regarding general issues of progress for SEN pupils
- Liaises with post-16 providers and Connexions Personal Adviser to ensure the effective transfer of SEN pupils.
- Liaises with the Examinations Officer regarding testing and special provision

Core purpose of the SENCo and Learning Support Co-ordinator

To provide professional leadership and management for the Learning Support team to secure high quality learning support for pupils, leading to improved standards of learning and achievement for all pupils.

Key outcomes of SENCo and Learning Support team leadership:

Effective Learning Support team leadership results in:

- a. Pupils who show sustained improvement in their academic and social development, are well prepared for tests and examinations, are highly motivated to continue with their studies and through their attitudes and behaviour contribute to a purposeful working environment
- b. A Learning Support team who work well together as a team; support the aims of the school; are involved in the formulation of policies and plans, have high

- expectations for pupils and support pupils to achieve challenging but realistic targets based on a good knowledge of the pupils and classes they support ; make good use of guidance, training and support.
- c. Parents who are informed about their child's progress; know expectations made of their child and how they can support and assist their child's learning.
 - d. Senior Management Team who understand the needs of the Learning Support team and are able to make well informed decisions and achieve improvements in the school's development and aims.
 - e. Other adults in the school community, including technical and administrative staff, learning mentors, school counsellors and social workers and external agencies supporting and liaising with learning support and pupils receiving support.

Professional knowledge and understanding

Learning Support team leaders must have knowledge and understanding of the key special needs issues relating to their team. It is important that Learning Support team leaders remain up to date with developments in their field and other aspects of education relating to their role.

Skills and attributes

Learning Support team leaders should have the expertise to lead their Learning Support team. The skills and attributes which follow are essential, but not exclusive, to the Learning Support Co-ordinator role. The Head Teacher ensures that the learning support team leader has access to training related to the development of these necessary skills.

- a. Leadership skills, attributes and professional competence – the ability to lead and manage people to work towards common goals.
- b. Decision - making skills – the ability to solve problems and make decisions.
- c. Communication skills – the ability to make points clearly and understand the views of others.
- d. Self- management – the ability to plan time effectively and to organise oneself well.

Key areas of learning support team leadership

A range of learning support leadership and management tasks are set out for each of the four key areas of Learning Support team leadership:

- a. Supporting teaching and learning.
- b. Leading and managing Learning Support Assistants.
- c. Efficient and effective deployment of Learning Support Assistants.

Expertise in Learning Support team leadership is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

The Learning Support Co-ordinator:

- undertakes standardised testing of reading and spelling – all pupils in Y7, 8 and 9 are tested annually in September and follow up tests as required
- undertakes more regular testing of pupils who attend Reading Club
- undertakes diagnostic testing
- organises Learning Support department meetings and ensures the transfer of SEN information to teaching staff following reviews and tests

- links with Literacy Steering Group
- undertakes a teaching commitment with pupils with cognition and learning difficulties and other SEN needs in KS3 and KS4
- co-ordinates IEPs and Pupil Profiles.
- co-ordinates Reading Club and manages reading records using the Renaissance Place System and the Life Boat Literacy Scheme
- works in conjunction with class teachers to identify any pupils with an undiagnosed learning difficulty
- co-ordinates the Learning Support Team

The role of the Teaching Assistants and Learning Mentors

The Learning Support team are Ms. J Brown, Mrs S. Grieves, Mrs P. Hartley, Mrs C. Stevenson. Mrs McCulloch and Mrs Whelan provide Access Support.

Core purpose of the Learning Support

To provide professional and high quality learning support for SEN pupils, leading to improved standards of learning and achievement for SEN pupils.

Key outcomes of Learning Support work:

Effective Learning Support work results in:

- a. SEN pupils, who show sustained improvement in their academic and social development, are well prepared for tests and examinations, are highly motivated to continue with their studies and through their attitudes and behaviour contribute to a purposeful working environment.
- b. A Learning Support team who work well together; support the aims of the school; are involved in the formulation of policies and plans, have high expectations for pupils and support pupils to achieve challenging but realistic targets based on a good knowledge of the pupils and classes they support; make good use of guidance, training and support.
- c. A Learning Support Co-ordinator who understand the needs of the Learning Support team and is able to make well informed decisions and achieve improvements in the school's development and aims.
- d. Other adults in the school community, including technical and administrative staff, learning mentors, school counsellors and social workers and external agencies supporting and liaising with learning support and pupils receiving support who are well informed and understand the needs of mentees.

Professional knowledge and understanding

Teaching Assistants and Learning Mentors must have knowledge and understanding of the key special needs issues relating to their work. It is important that Teaching Assistants and Learning Mentors remain up to date with developments in their field and other aspects of education relating to their role.

Skills and attributes

Teaching Assistants and Learning Mentors should have the expertise to support SEN pupils. The skills and attributes which follow are essential, but not exclusive, to the Teaching Assistant and Learning Mentors role. The Learning Support Co-ordinator ensures that the learning support assistant has access to training related to the development of these necessary skills.

- a. Pupil support skills - the ability to offer discreet and sensitive support within the classroom and promote independent learning.
- b. Decision - making skills – the ability to solve problems and make decisions.
- c. Communication skills – the ability to make points clearly and understand the views of others.
- d. Self-management – the ability to plan time effectively and to organise oneself well.

Key areas of learning support work

- a. Supporting teaching and learning within the classroom.
- b. Promoting independent learning within the classroom

Expertise in Learning Support work is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

Continued Professional Development

St. Anthony's has a commitment to staff training across the curriculum for teachers and non-teaching staff.

Teaching Assistants and Learning Mentors attend courses and meetings where appropriate during and after the school day.

CPD records of key Learning Support staff are kept by Mr M Flores (Assistant Head Teacher).

Identification of Special Needs

Pupils are identified as having SEN when:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability/medical condition which impacts on learning/requires action by the school beyond the norm

They may present as problems with:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory/physical development (including medical issues which impact on learning and/or curriculum)

Under the new code of practice (from September 2002) pupils are identified as requiring either School Action or School Action Plus. The latter category usually involves external agencies to support pupils with SEN but this is not inclusive of the criteria.

School Action

Pupils are identified as requiring school action when:

- they make little progress even in response to carefully targeted teaching
- they show difficulty developing literacy and numeracy skills resulting in poor attainment in some curriculum areas
- they present persistent emotional and behavioural difficulties which do not respond to the school's usual behaviour management strategies
- they have sensory or physical problems which require support
- They have communication or interaction difficulties and make little progress despite curriculum differentiation.

At this stage pupils are given differentiated lessons and progress observed more closely by use of an IEP or teacher report.

School Action Plus

As above, however, the pupil has made little or no progress at the School Action stage. The support is widened to include an IEP and meetings with parents/carers, alongside differentiated lessons. Often, due to the severity of the problem intervention via external support agencies is sought with parental agreement, but this is not inclusive of the criteria.

Statement of SEN

If the pupil has made little or no progress at the School Action Plus stage then an application for referral to the SEN Panel at the Stannington Centre may be sought if agreed by the SENCO and the Parents/carers.

If after formal assessment, the LA panel agrees that the needs of the pupil are sufficiently great to warrant a statement of SEN outlining special provision that must be provided by the school with help from the LA.

Arrangements for statemented and non-statemented SEN pupils – a broad and balanced curriculum for all and integrated provision.

Disability

Specific aims relating to the education of pupils with disabilities:

At St. Anthony's we aim to:

- Ensure that all pupils' needs are met as effectively as possible.
- Identify all pupils' needs early and effectively manage the transfer of records of all pupils at KS2/3 and post-16.
- Consider the wishes of the child, in partnership with staff and parents.
- Undertake regular review of targets and education plans, where applicable, and annual review of SEN where applicable.
- Ensure a multi-agency and multi-disciplinary approach to the education of pupils with disabilities.
- We hope that everyone is made to feel welcome, that all pupils are equally valued and that the school has high expectations of all pupils.
- Consider the needs of staff and visitors with special needs.

Specific legislation relating to the education of pupils with disabilities:

The key legislation relating to special educational needs is set out in the Education Act 1996, the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Special Needs and Disability Act 2001 and the Disability Discrimination Act (DDA) 2005. From December 2006 the Disability Discrimination Act 1995 will be amended to place a duty on all public bodies (including schools). The Disability Equality Duty will require the public sector to actively promote disability equality.

Identification of disability

Pupils are identified as having a disability according to the Disability Discrimination Act 2005 when,

“They have a physical or mental impairment that has a substantial and long term adverse effect on her ability to carry out normal day to day activities”.

This definition covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities.

N.B.

63% of cases taken up by the Disability Rights Commission (DRC) relate to unseen disabilities. These might include asthma, dyslexia, diabetes, ME, epilepsy etc.

20% of cases taken up by the Disability rights Commission are mental health issues. In school this may present itself in anorexia, bulimia, self-harm etc.

Accessibility Plan 2006 - 2010

(See Annex 1)

We are required by law to make “reasonable adjustments to accommodate disabled pupils”. Adjustments may mean ramps or special chairs. However, most are less obvious e.g. timetable changes, LSA support, extra thought given to arrangements for activities etc.

All schools are required to produce an Accessibility Plan which aims to:

- (a) Increase the extent to which disabled pupils can participate in the school’s curriculum.
- (b) Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by schools.
- (c) Improving the delivery to disabled pupils of information which is already provided, in writing to pupils who are not disabled.

In 2004 the final element of the Disability Discrimination Act came into force. The changes included broadening the definition of disability to include those with HIV (previously only Aids sufferers were included) and cancer. The Act comes into force at the moment of diagnosis.

When drawing up their accessibility plan schools need to consider the following:

- (a) All the areas to which pupils have access, including all academic, sporting, play and social facilities: including classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities and common rooms.
- (b) Physical structures such as doorways, steps and stairs which may act as barriers to pupils who use wheelchairs, toilets, facilities and showers.
- (c) The existence of safe pathways of travel around the school site.
- (d) Décor which may be confusing or inadequate.
- (e) Accessible storage to enable disabled pupils to access aids and equipment.
- (f) Arrangements which might prevent the inclusion of pupils with learning difficulties affecting their hearing, including rooms with poor acoustics and noisy equipment.
- (g) Non-visual guides to assist pupils to use the building: including lifts with tactile buttons.
- (h) Emergency and evacuation systems including alarms with both visual and auditory component.

Inclusion of pupils with Special Educational Needs

The inclusion of pupils with general learning difficulties:

The reasonable steps to ensure the inclusion of a child with learning difficulties is not incompatible with the efficient education of other children may include:

- Praising the pupil's strengths and areas of success so that self esteem is maintained and enhanced using flexible grouping arrangements including ones where the pupil can work with more able peers.
- Providing for all pupils experiences which will be of benefit to most pupils but particularly to the pupil with learning difficulties.
- Consider carefully the use of language in the classroom and strategies to promote the learning of subject specific vocabulary.
- Setting appropriate targets so that personal progress can be tracked as well as progress towards externally determined goals.
- Considering carefully the use of language in the classroom and strategies to promote the learning of subject specific vocabulary.
- Setting appropriate targets so that personal progress can be tracked as well as progress towards externally determined goals.
- Considering carefully the pupils learning styles and ensuring that this is reflected in the styles of teaching.
- Developing a partnership with parents to support the pupil and the curriculum.
- Using the child's IEP (where appropriate) in lesson planning.

The inclusion of pupils with specific learning difficulties e.g. Dyslexia, dyspraxia;

- As above
- See guidance for particular difficulties for staff booklets available in the Staff room and on the school intranet (see SEN and Support Team on the schools' N drive).
- Consult the SENCo for further information if required regarding the nature of the specific difficulty.
- Play to strengths not weaknesses.
- Use the IEP in planning and preparation.

The inclusion of pupils with emotional and behavioural difficulties:

- The involvement of the Deputy Head Teacher in meetings with the pupil, parents, year team leader and others to build relationships, monitor progress, pull together multi-agency support, pass on relevant information to staff, and mediate between pupil and teacher where relationships are strained.
- Close home-school links via the year team leader.
- In-school support during periods of stress and trouble for pupils and staff.
- Structured and monitored withdrawal.
- One-to-one or group work relating to conflict resolution.

- Self-esteem building if required.
- Phrasing instructions to offer choices and face saving ways for pupils who have backed themselves in to a corner rather than public humiliation.
- Staff awareness of how to de-escalate situations.
- Use of SEAL within lessons and department scheme's of work
- Emergency plans in place to deal with incidents.
- Use of an inclusive 6 week Social Skills Programme aimed at giving pupil's the skills to cope with and be able to express their own emotions

The inclusion of pupils who have difficulty sitting still and paying attention:

- Providing a distraction free area on the edge of the group.
- Ensuring peer support.
- Adapting the length and the nature of tasks.
- A variety of activities within the classroom, alternating with periods of concentration.
- In-class support where possible.
- Follow the clear behaviour management strategy.

The inclusion of pupils with physical and medical needs:

- Sensitivity and confidentiality
- Strong lines of communication with parents via pastoral team leader and SENCo.
- Clarity of information from pastoral team leader and SENCo.
- Close links with medical staff.
- A "no fuss" approach to inclusion.
- Classroom support if required.
- Adaptation as required.
- A willingness to overcome barriers and find solutions.

English as an additional language

There is no one answer to meeting the challenges of teaching bilingual children. Every scenario will be subtly different. Effective information gathering by the Pastoral Leader and SENCo are an important first step. The sound practices outlined in the teaching and learning policy apply to all pupils.

Scenario 1

Pupil with an English speaking father and a Spanish mother.

The pupil is as literate in Spanish as her monolingual cousin of the same age.

Strategies

- Value the Spanish skills
- Use the pupil occasionally as a role model
- Use regional dialect as a teaching tool
- Use paired and group work
- Stress the language in the context of other activities e.g. colours of paint

Scenario 2

Recent immigrants

Pupils who have English as an additional language and come from a refugee or recent immigrant background identify six main factors which affect their school life according to Closs *et al* (1999)

- 1. Coping with a different system**
The pupils interviewed all recognised significant differences between the education system in England and that in their country of origin. This could lead to uncertainty about how to behave and relate to teachers.
- 2. Language issues**
The majority of pupils wanted extra-English tuition and expressed concern that they were losing their own language.
- 3. Friendships**
Pupils often coming from a different country believe that being in a multiracial school helped them to feel more comfortable.
- 4. Name calling, bullying and racism**
Most experienced this and often felt that schools did not act on it/were unable to act on it.
- 5. Support**
Particularly needed when making exam choices.

6. **Issues of Inclusion**

Pupils did not welcome attempts to include them by drawing attention to them or their countries.

- Paired work / group work
- Visual strategies
- Buddy system
- Help build confidence.

Depending upon the degree of language acquisition – EAL teacher support may be available during or after school.

Scenario 3

A pupil who is literate in Russian.

She has quickly grasped English since her family's arrival eighteen months ago.

- To understand figurative language
- To use such language in her own writing
- To use the literacy acquired in the first language to overcome these challenges.
- Exposure to different genres

Scenario 4

Asylum seeker from Somalia

Intermittent schooling. Some literacy skills in Somali, but little English as yet.

- Buddy system
- Visual approach
- Group activities

Education for citizenship to enhance integration:

Pupils should be aware of

- The wider world and their role as a world citizen
- Respect and diversity
- Understand how the world works economically, politically, socially, culturally, technologically and environmentally
- Are aware of social injustice
- Participate in the community
- Work towards making the world a more equitable place
- Take responsibility for their actions

All pupils for whom English is not their first language are given an assessment by EMTAS and, extra English as an additional Language lessons are provided if and when appropriate. (Gosha Carnastra is the link to St Anthony's from EMTAS please see Mrs Hall for more details)

Primary links and Key Stage transfer

The Head of Year 7 and the SENCO visits all feeder primary schools during the spring and summer term prior to KS2/3 transfer. Information is then passed on to the SLT and tutors as appropriate.

The SENCo attend annual reviews of Y5 and 6 pupils and meet parents and other adults and professionals involved in providing support for SEN pupils when requested.

Small numbers of pupils transfer from non-feeder primary schools. Communication is by telephone and reviews are attended as above.

Discussion with primary head teachers, class teachers and when appropriate or convenient observation of pupils in a classroom environment helps to build up a profile of all children. Taster classes, an extensive summer school programme, an open evening for Y6 etc. provide lots of opportunity for building confidence, meeting parents, meeting pupils etc.

An Option Evening is available in Year 9 prior to option choice. At KS3/4 transfer continuity of school group tuition is the norm for English, Maths, Science and MFL for pupils with cognition issues. Option choices may result in larger mixed ability groupings. However, where possible LSA support assists as required. Many pupils will choose a vocational pathway at KS4/5. Pupils are able to study Health and Social Care (Introductory Certificate) Level One BTEC in 2006/7. After achieving this certificate pupils may progress to the Diploma in Health and Social Care.

Transition Reviews occur to which the Connexions Personal Advisor, Mrs T Dale is invited and she undertakes a vital role with regard to support for next key stage transfer. Visits and interviews are arranged for pupils who require support with applications. An option evening for parents is available for those wishing to enter St. Anthony's Sixth Form.

Pupils entering St. Anthony's Sixth Form have an individual interview with the Head of Sixth and 1st Deputy to ensure appropriate post-16 choices and the same support is available with post-18 choices and applications.

Specialist provision, adaptation and facilities

(i) Small teaching groups

- Pupils with general difficulties with cognition and learning are placed in a small teaching group of a maximum of twelve pupils on transfer at KS2/KS3 (and reviewed bi-annually).
- At KS4, depending upon option choice, every effort is made to ensure small group e.g. within sets in English and Maths.

(ii) Curriculum and Organisation

KS3

The National Curriculum is delivered in all ten Foundation subjects in KS3, and the entitlement to a broad, balanced, differentiated and an appropriate curriculum is secured for each pupil in bands, sets or mixed ability groups.

KS4

In KS4 the curriculum consists of a core of Religious Studies, English, mathematics, Science, MFL, Technology and a wide variety of option choices.

Post-16

A huge variety of AS and A level courses (29 different subjects) are available as well as a smaller number of AVCE and entry level qualifications. Any adaptation is organised on an individual basis.

(iii) Rooms

- English and Maths classes for SEN pupils with general difficulties with cognition and learning are taken in specialist rooms at KS3 and usually at KS4.
- There are subject specific rooms throughout the school.

(iv) Reading Club

- Pupils with a Reading Age two years distinct from their chronological age are expected to attend Reading Club during KS3 and KS4.
- Reading Club operates on a daily basis from 8.30am – 9.10am (with the exception of Friday).
- The Reading Club is held in the Library and uses Renaissance Learning Software to monitor progress
- There is also a Lifeboat Literacy Scheme for pupils who have a specific learning difficulty with literacy

(v) Learning Support for identified pupils

- Teaching Assistants work with pupils needing specific care, as outlined in their statement of special educational needs.

- Teaching Assistants also work with pupils who do not have statement of SEN, but who have been identified as requiring School Action Plus.

(vi) Learning Mentors

- Learning Mentors may also support pupils with SEN via the Learning Mentor Programme.
- Library support is available from 8.15am each morning and after school until 4.45pm (3.30pm on Friday) from a trained librarian, Ms. M Jackson.

(vii) External Agencies

- The school works closely with the educational psychology service, particularly with regard to further diagnostic testing, assessment and the review of pupils at school action and school action plus.
- The Autism Outreach Team, Language and Learning, Specialist Support, and SLT are all consulted and involved where appropriate to ensure a multi agency approach to the child's needs.
- The school continues to act on the advice of external agencies e.g. occupational therapy, physiotherapy etc. to assist with the specialist equipment as required.

(viii) ICT Support

- The school has 200+ networked computers and as a Technology College hopes to support SEN pupils via the use of ICT.
- A variety of materials are available on the school internet.
- The school has also subscribed to a variety on on-line resources e.g. SAM Learning, Goal, and PLATO etc.
- Pupils with limited fine motor skills are provided with an alpha smart word processor
- Where extra support is deemed necessary Mike Stansfield is consulted to assess the pupil's needs.

(ix) Study Support

- Homework Clubs operate in Y7-9. Mrs Hall has an SEN homework help on a Tuesday lunchtime
- Summer school programme/catch up provision for KS2/3 transfer.

(x) Extra-curricular/extended curricular programme

An extensive range of extra-curricular provision supports work in the classroom – pupils and parents are given an annual list of all the activities available to their year group.

(xi) SEN reps. in depts

Each department has a SEN Representative who attends SEN meetings and links with departmental staff.

(xii) Timetable changes

The 1st Deputy Head and 2nd Deputy Head work closely to make timetable changes to meet the demands of the small number of pupils who have disabilities/medical conditions which present problems of access.

The school works with occupational therapy and other agencies to make suitable adaptations.

(xiii) Individual Education Plans (I.E.P.s)

I.E.P.s are developed to meet specific needs by the SENCo and Deputy Head Teacher. These are then shared with staff teaching SEN pupils/representatives from departments and Teaching Assistants and parents. Targets are reviewed termly with the student and at annual review meetings and days as appropriate. Teaching Assistants will review pupil performance regarding the targets on the IEPs at the end of each term.

IEPs are provided for:

Pupils with statements of SEN.

Pupils at school action plus.

Pupils at school action BUT only where they are accessing support that is additional to a differentiated programme of study e.g. Reading Club.

Monitoring of pupil progress

Throughout a pupil's school career progress is tracked using a computerised system and via staff and departmental records. Academic progress is reported in line with the school's Assessment, Recording and Reporting policy.

Filemakerpro is used to link academic achievement at the end of each key stage as well as MIDYIS, YELLIS and ALIS results and Reading Age test results in Y7, 8 and 9. Pupils with SEN, Mentor Support, Able and Talented pupils are identified on these records.

Data, Predictions and Reports are linked via this system. In accordance with school policy attendance is recorded via an OMS system linking with the SIMS system.

From September 2004 Fischer Family Trust data has been available.

The LA has also introduced PIVATS (Performance Indicators, Value Added and Target Setting) for pupils up to and including NC level 4. PIVATS assesses progress in English, Maths, Science and Personal Development and is carried out by the relevant departments and the co-ordinated by the SENCO.

All tracking and monitoring is held in a central SIMS system to mirror whole school data. Staff are encouraged to access the data and use it in their planning.

External Examinations

In accordance with the ethos of the school, all pupils are entitled and encouraged to enter G.C.S.E.s. Lack of ability does not disqualify any pupil – poor attendance and lack of effort may. Certificate of Achievement courses is available in some subjects – e.g. Geography, Maths and English.

Pupils with specific learning difficulties may be entitled to extra support in line with guidelines from the examination board. This is arranged in conjunction with the Examination Officer, SENCO and on the advice of specialists e.g. / educational psychology service.

Screening

On entry into St. Anthony's all pupils complete **N.F.E.R (Nelson Group Reading Test (9-14))**. Those pupils who achieve a Reading Age below 2 years below their chronological age attend Renaissance Reading club. After diagnostic testing it may be apparent the pupil has a specific learning difficulty in literacy; they attend Life Boat Literacy Group Both reading clubs run from 8.30 – 9.10am Monday – Thursday and are organised by Mrs Hall. All pupils undertake the **N.F.E.R./Nelson Group Reading Test (9-14)** again at the start of year 8 and year 9. Pupils with a Reading Age two years below their chronological age at KS4 are invited to join the Reading Challenge Club run by the English Department The Psychological Corporation Dyslexia Screening Test is used if staff and parents indicate that the pupil may be at risk of dyslexia.

Assessment, Recording and Reporting

Subject teachers mark according to the policy of their specialist department and in line with school summative assessment, recording and reporting policy (see appendix).

Working with parents

- An annual written report in line with school policy (see reports to Parents policy).
- Interim reports for reviews.
- A review appointment for pupils at school action plus and with statements of SEN.
- Review appointments for pupils presenting difficulties.
- An opportunity to meet Learning Support teaching staff at Parents Evening (see Parents Evenings).
- The Deputy Head and SENCo are always happy to meet / communicate with parents at other times, should a problem arise relating to their daughter's education.
- Parents are encouraged to contact the SENCo if they have any concern who, actively liaises with the Parent Partnership officer, Ros Watt.

Homework

In line with school homework timetable arrangements.

Homework may be written work, reading, learning or research.

Learning Support work with SEN pupils to ensure homework is recorded in the pupil planner, encourage attendance at homework club and offer one to one help in Reading Club and at lunchtime as required.

Teaching staff are aware that pupils with cognition and learning difficulties in particular, but also with other needs may often take longer than usual to complete tasks and so structure homework accordingly. Likewise pupils with other needs e.g. medical needs may special consideration too.

With this in mind, homework tasks will be given a time limit of 30 minutes per subject. Parents/Guardians are asked to sign exercise books at the end of this time limit, irrespective of whether or not the whole task has been completed. Pupils in KS4 will follow the normal school procedures for homework.

Font

It is suggested that subject teachers adhere to the S.E.N. departmental policy when producing word processed work sheets. Comic sans or Ariel point 12 or 14 is the recommended font.

Rewards and Discipline

In line with school policy.

Subject teachers mark positively and are encouraged to include supportive written comments on pupils' work. Similarly, teachers give praise orally for outstanding work in the hope of boosting self - esteem and self - motivation.

The display of pupils' work can also act as a boost to any pupil lacking in confidence. Certificates, awards etc. are presented to all pupils in assembly e.g. sporting achievement, awards received at year, school, regional or national level.

Behaviour Management

In line with the school Behaviour Management procedures.
The SENCo/Head of Learning Support and/or Head of Department can deal with persistent problems with work (subject specific) in line with school policy.

Individual Records

All pupils within the S.E.N. (cognition and learning) teaching groups are registered at School Action (or above) on the Code of Practice and the SENCo/Head of Learning Support produces individual education plans.

Subject teachers are given copies of these plans. Targets resulting from any reviews are also passed on to subject teachers.

Academic achievement records are held on the school intranet and paper copies are available in the Staff Room.

Summary information relating to S.E.N. pupils is also kept in a file in the Staff Room and on the school's Intranet. The SENCo holds records transferred from primary school and subsequent records.

Detailed files relating to SEN pupils are kept by the SENCo.

Sharing of information/communication within the school

Summary information about SEN pupils is shared with Y7 tutors and teachers prior to the start of classes in September.

Pupils with

- Communication and interaction difficulties
- Cognition and learning
- Emotional, behavioural and social issues
- Physical/medical needs

are listed for staff. Summary Records are updated three times a year. See SEN and Support Team on the N Drive.

The SENCo disseminates information regarding S.E.N. pupils to subject teachers through general I.E.P.s, Pupil Profiles, the school Intranet (N Drive) and also through regular departmental meetings.

The SENCo/Head of Learning Support, Head of Year and Deputy Head are available at parents' evenings, annual reviews of SEN and review days.

The SENCo/Head of Learning Support and Deputy Head also meet regularly to discuss the progress of all S.E.N. pupils, particularly those with statements of special need or those at school action plus of the code of practice.

Regular communication also occurs with the Pastoral Leaders and the Deputy Head Teacher.

The SENCo/Head of Learning Support also meets with the Learning Support team on a weekly basis.

Progress is communicated via interim reports for reviews and academic achievement records.

Learning Support Department meetings are held twice a year.

A list of SEN pupils is available to teaching staff and non-teaching support staff.

Additional meetings can be arranged for teaching and non-teaching support staff and parents with the SENCo/Head of Learning Support and Deputy Head should a particular problem needs to be addressed.

The SENCo/Head of Learning Support writes a summary of Learning Support department meetings, which is then passed on to the Head Teacher, 1st Deputy Head, 2nd Deputy Head and staff present at the meeting.

All Learning Support staff are always willing to meet with subject staff informally should they request it.

Extra Curricular Provision

Many pupils attend various lunchtime/after school clubs and activities run by the Learning Support Team. This is widely encouraged by teachers, mentors and learning support and raised at reviews with parents. These activities facilitate inclusion (see extra-curricular programme).

The Reading Club is also held out of lesson time. The KS3 SENco runs this club four times a week (see Reading Club).

Reading Challenge is open to pupils do not trigger Reading Club support, but do show lower reading scores for their age.

Details of the extensive extra-curricular programme available to all pupils can be found on the school web site.

Educational Visits

Visits are organised within subject departments. Examples:

Year 7 History - Durham Cathedral. Geography - Killhope, Weardale.

Year 8 Geography - Houghall Farm.

Year 9 Eden Camp.

Year10 History G.C.S.E. option - Medical Museum.

A recommended contribution is requested from parents, but financial hardship would never prevent a child from attending any visit arranged during school time.

Links with other organisations and institutions

The school has links:

- Via regular SEN meetings attended by the SENCo/Learning Support Co-ordinator with SENCo's across the City of Sunderland and the SEN Advisor.
- The SENCo's from the extended Durham and Darlington RC partnership meet termly for CPD activities.
- With feeder primaries via the HOY 7 and HOD SEN / SENCo encourage effective transfer of information at KS2/3.
- With Barbara Priestman, Castle Green School and the City of Sunderland College to enable shared provision.
- With external support services e.g. school nurse, hearing support, diabetes support nurse etc. as required by pupil need.
- With St. Cuthbert's Care via a school counsellor, Mrs E Thompson who is a trained social worker with experience of dealing with SEN pupils at LEA level.
- With the Psychological Service via our school psychologist, Mr L Hardy.
- St. Anthony's, St. Aidan's and the feeder primary schools have been part of an initiative to extend the school counsellor service to the primary sector.
- With the Connexions service via our Connexions Personal Advisor, Mrs T Dale who attends reviews of SEN pupils from Y9, gives careers guidance and liaises with post-16 providers regarding transfer.
- With Behaviour Support Teams and Attendance Support teams working with the LEA via Mrs. M. Burns, Deputy Head.
- With the Inclusion Officer

Initial Teacher Training

Student teachers visit classes including pupils with SEN as part of their observation schedule. Students are timetabled to teach S.E.N. classes in a variety of subjects. The I.T.T mentor in each subject department makes the arrangements for this.

Able and Talented

Pupils with special needs have their own particular gifts and talents. They also may be part of the recognised able and talented programme which the school undertakes as part of the Excellence in Cities initiative (see Able and Talented policy). Example: pupils with disability may trigger the able and talented cohort e.g. a pupil with a medical condition such as diabetes. Example: a pupil with English as an additional language.

Excellence Challenge

An initiative aimed at widening participation in higher education by encouraging pupils, particularly those who have no experience of higher education via family members to consider higher education. For further information see Mrs V Taroni (Assistant Head Teacher).