

DISABLED ACCESS

Within the Governors' Admissions Policy, disabled pupils are eligible to apply for a place in any of the four categories i.e., C of E, other Christian denomination, other faiths, special needs. All applications are treated equally and are considered on the basis of faith.

When the school was opened there was no evident investment into disabled access. This will be resolved when the school is modernised in 2009 under Phase 2 of "Building Schools for the Future". The school is currently a centre for the visually impaired, and this will continue. Following the buildings modernisation, therefore, the school will have full disabled and visually impaired access.

The Governors' policy on Special Educational Needs was revised in the summer of 2006 and reads as follows;

SPECIAL NEEDS

The Special Educational Needs (SEN) Policy follows the aims, objectives and key principles of the SEN Code of Practice 2001.

'A child has Special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made for them. A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of pupils his/her age or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.'

Trinity Church of England High School's SEN policy has the principles outlined in the Code of Practice at its core.

- ◆ A child with SEN should have his/her needs met.
- ◆ The views of the child should be sought and taken into account.
- ◆ Parents have a vital role to play in supporting their child's education.
- ◆ Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

The four areas of need identified in the Code of Practice are:

- i) Communication and interaction
- ii) Cognition and learning
- iii) Behaviour, emotional and social development
- iv) Sensory and physical needs

There are 3 SEN Stages (or thresholds) referred to in the code:

- ◆ School Action (school based)
- ◆ School Action Plus (school based)
- ◆ Statutory Assessment and Statementing

An individual Education Plan (IEP) is required for any provision that is additional to and different from the normal differentiated curriculum.

Working together is pivotal. This may involve working with LEA support, healthcare professionals and Social Services Departments. Most important of all are the views of the parents and the student.

Trinity Church of England High School believes that all students have the right to a broad and balanced curriculum and all students are encouraged to take a full part in every aspect of the life of the school.

Provision for students may involve:

- ◆ In-class support
- ◆ Individual support
- ◆ Group work
- ◆ Differentiated curriculum
- ◆ Key stage 3 intervention
- ◆ Option Pathways at KS4
- ◆ Multi-agency working.

a) Identification and Assessment

- ◆ Information is gathered from primary schools on transition of pupils from Year 6. Prior attainment scores are collected and distributed to staff during the summer holidays.
- ◆ If students are identified as having a special educational need they will be placed on a Code of Practice threshold by the SENCO and parents/carers informed. School will then make appropriate provision.
- ◆ If students continue to have difficulties with their learning and do not make progress, then the SENCO may refer the student to an external agency and the student will be moved to School Action Plus.
- ◆ If, in exceptional circumstances, students still do not make progress, then in consultation with the Educational Psychologist and any other external agency involved, the student will be put forward for a Statutory Assessment. The LEA SEN panel will decide whether the student receives a Statement of Special Educational Needs.

- ◆ If a student makes progress and achieves his / her targets on an Individual Education Plan (IEP) then the student may be moved from School Action Plus to School Action.

b) Differentiation

- ◆ It is the class teacher's responsibility to meet the child's needs through appropriate differentiation. Colleagues may seek professional guidance from the SENCO, the Learning Support Team and from Subject Leaders, as appropriate.
- ◆ The IEPs are available on line to all staff, and are updated at Annual Reviews.

c) Co-ordinating Provision

The SENCO's responsibilities are to ensure:

- ◆ The sharing of information on students with SEN with all staff.
- ◆ The arranging and chairing of Annual Reviews
- ◆ Writing and reviewing IEPs for students.
- ◆ Attendance at multi-agency meetings as required.
- ◆ Liaison with external agencies, specifically Diversity and Inclusion Service and Educational Psychology Service regarding the needs of students with SEN.

The SENCO at Trinity is part of the Leadership Team and has a strategic role in SEN provision. The Assistant SENCO has responsibility for the day-to-day management of the Learning Support Department.

They work alongside:

Pastoral Leaders, Curriculum Leaders, Subject Teachers, VI Service, Educational Psychologist, Parents/Carers, EMAS (Ethnic Minority Achievement Service), Diversity and Inclusion Team, Support staff – both Learning Support and Pastoral Support.

d) Multi-agency working

Trinity Church of England High School has links with:

LEA Inclusion & Diversity Team, Educational Psychology Service, Newbrook Hearing Impaired Service, Shawgrove V.I. Service, Social Services, Connexions, School Health Team, Primary Care Health Trusts, Vocational Centres, Mentoring Services, Employers, Primary Schools/Special Schools, 16+ links with colleges.

e) Role of Parents

Trinity is committed to working in partnership with parents. Parental involvement and positive relationships are central to the success of the child. Any queries about SEN provision should be referred to the SENCO in the first instance, and then to the Deputy Head (Student Support), if questions are unresolved.

f) Allocation of Resources

The SEN funding is allocated by the Head. Additional funding is provided by the Local Authority for students with a Statement of SEN. Learning Support Assistants are allocated to all subject areas of the curriculum. Named students are then targeted in this way.

The success of the SEN policy will be evaluated in a number of ways:

Evidence of student progress through the school's assessment and reporting procedures, the school's target setting and reviewing procedures, annual reviews, the attendance and punctuality of the students. The School Leadership Team is involved in monitoring the quality of teaching and learning.

The policy is the responsibility of the Governors' Personnel Committee.