



SHAPWICK SCHOOL

CODE OF PRACTICE

1. INTRODUCTION

Shapwick School accepts Statemented pupils from numerous Local Education Authorities in England and Wales. Approximately one half of the student population is Statemented. Shapwick School endeavours to follow the SEN Code of Practice which became effective from 1st January 2002. The code's guidance is designed to promote partnership between parents, schools and LEAs.

2. STAFFINGS

These are held weekly and the aim is to review two students per meeting. Teaching and House staff make a written contribution before the meeting and the comments are then recorded. We intend to supply these Student Reviews to parents and professionals for additional information.

3. INDIVIDUAL EDUCATION PLANS

These are drawn up using the Statement of Special Educational Needs and the information shared at the relevant Staffing meeting. Parents and the student are invited to make a written contribution. IEPs are held centrally in the staff room and teachers are expected to have working copies in their teaching bases to refer to and to update as appropriate. The IEP should include information about:

- short-term targets set for the child
- teaching strategies to be used
- provision put in place
- when the plan is to be reviewed
- the outcome of any action taken

The IEP should only record that which is additional to or different from the differentiated curriculum plan which is in place for all children. The IEP should crisply focus on key areas of communication, literacy, numeracy, organisation, concentration and attention, behaviour and social skills that match the pupil's needs.

In accordance with the statutory framework and school aims and objectives teachers should deliver the curriculum programmes of study 'in ways that meet the particular learning requirements of their pupils'.

4. ANNUAL REVIEW MEETINGS

An LEA must review a Statement within twelve months of making the Statement or, as the case may be, of the previous review; and on making an assessment under section 167 of a child who already has a Statement. (Section 172 [5]).

In essence the aim of an Annual Review Meeting is to examine the student's performance against the objectives set in the Statement or at the previous year's review, to set targets for the coming year and to make recommendations as to whether the Statement should be amended or discontinued.

The LEA must require the Headteacher of the child's school to submit a review report by a specified date. The LEA must give at least two month's notice of the date by which the report is required. (Regulation 15 [2]).

These are generally held in school but occasionally may take place at the parents or LEAs request at County Hall in the Authority area. The trigger date for an Annual Review meeting is the date of the Statement of Special Educational Needs held centrally in the school office

The LEA must initiate the review by writing to the Headteacher of the child's school, with a copy to the child's parents, asking the Headteacher to:

- a. Convene a review meeting
- b. Prepare a review report

Parents, representatives of the LEA, Educational Psychologist, Careers Advisor and if appropriate the student (year 9 and above) are all invited to the meeting and invited to make a written contribution two weeks before the meeting. School then circulates these to the relevant people before the meeting. A written record of the meeting is drawn up, usually on a pro-forma supplied by the LEA and circulated to all parties within two weeks of the meeting.

The Code of Practice suggests questions which the meeting should ask. (6:22).

5. TRANSITION PLAN MEETINGS

The first Annual Review after the young person's fourteenth birthday is called a Transition Plan Review, and forms a working document, which is then reviewed each year. Careers advice and discussion about examination concessions are important topics. The aim of the Transition Plan is to prepare the student and provide advice for the next phase of education. The LEA convenes the review meeting, even when the young person is at school. The LEA must invite the child's parents and relevant member of staff, any people specified by the head teacher, and anyone else the LEA consider appropriate. The LEA must invite the Careers Service to be represented at the review meeting, to enable options for further education to be given serious consideration. The LEA prepare the review report and the Transition Plan after the meeting and circulate these to the young person's parents, the head teacher, all those from whom advice was sought, all those attending the meeting and any others the LEA consider appropriate. The Code of Practice outlines the questions which should be asked at a Transition Plan meeting. (6:46).

6. SPECIAL EDUCATIONAL NEEDS TRIBUNAL

This provides parents with access to an independent system of appeal against LEA's decisions about assessments and Statements. A representative from school may often be asked to attend as a witness. The school's policy is not to send witnesses but to provide information as requested.

This document will be reviewed on or before 01.09.12