

# **SPECIAL EDUCATION NEED AND DISABILITIES POLICY (SEND)**

## **MISSION STATEMENT**

In partnership with parents, we aim to provide an environment and experience in which learning can take place. Respecting each child's strengths and weaknesses, we aim to maximise the development of each pupil and to work towards realising their individual potential. To this end teachers will monitor each child's progress and provide appropriate experiences and tasks to stimulate, challenge and reinforce learning. In doing so, teachers will identify both children of exceptional ability and children who display significantly greater difficulties in learning than their peers.

## **DEFINITION:**

It is acknowledged that all children have their own educational needs and for most these can be addressed within the school setting. Under 'The Code of Practice', SEN applies to any pupils who are unable to realise their full potential without provision over and above that provided for all pupils. The Act states the key test of the need for action is evidence that current rates of progress are inadequate.

(Special Educational Needs Code of Practice, November 2001 DfES)

## **1. OBJECTIVES**

- To apply a whole school policy to meeting each child's individual needs following the guidelines of :

The Code of Practice for SEN (DfES 2001) and the Disability and Discrimination Act 2002.

- To identify, at the earliest opportunity, any child who may have special educational needs.
- To provide different levels of intervention to match the child's level of need.
- To ensure that all school staff are aware of each child's needs so that such needs may be met at all school settings.
- To ensure that no child is discriminated against, in any area of school life, on the basis of his / her disability.
- To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that children's records include information relating to their individual needs and the interventions which have been provided and their outcomes.

- To conduct regular reviews of the children's progress.
- To work in partnership with the children's parents at all stages.
- To include the children themselves in decision-making where appropriate about the type of intervention and the targets to be included in an individual education plan.
- To endeavour to ensure that each child with SEND progresses to a suitable Secondary School where his / her current needs will be communicated and will be met.
- To provide INSET programmes for teaching staff. INSET for teaching staff has included Brian Gym, Speech and Language, Therapist session to help Prep teachers with a child in Year 3.
- To provide support for staff so that children's needs can be met in the mainstream classroom.

## 2. IMPLEMENTATION

### Staffing;

Mrs T.E. Holloway SENCO  
Cert Ed. OCR SpLD Dip. RSA SpLD Cert.

### Responsibilities:

- Screen and record literacy skills and review number skills, in liaison with the Maths Department, on a regular basis (annually).
- Help classroom teachers to identify and make provision, through normal differentiation and support, for children with SEND from Nursery through to Prep School.
- Help classroom teachers to provide intervention through Early Years Action and School Action.
- Plan and implement interventions following advice of outside agencies through Early Years Action Plus and School Action Plus, or a statement of educational needs.
- Provide specialist teaching in response to needs identified at School Action and School Action Plus or a statement of educational needs.
- Keep IEP's under review and evaluate termly together with class teachers, review report stating progress made sent home to parents.
- Maintain SEN records so that they are readily available to staff.
- Provide information on all children with SEND to all members of staff who may be involved with them.
- Liaise with parents at all stages and involve them in decision-making.
- Seek and respond to the views of the children themselves at all stages.
- Ensure that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures.

## **Admission Arrangements**

Children entering the school will normally spend a day in the classroom with their year group. If the child has known special needs an assessment interview with reading, spelling, numeracy and ability tests will be given by the SENCO. Should any child already have identified SEN, relevant reports should be brought to the admission interview.

Any child who, at the admission interview, appears to have SEN, may be referred for further assessments so that the school is able to provide the appropriate intervention on arrival.

The school maintains a strong academic tradition. It exists primarily as one which prepares children for Scholarships and Common Entrance at 11, to public schools and for the 11+ examinations to local grammar schools.

The school makes provision for a range of SEN, but has a particular interest in SpLD and is able to support a limited number of children with mild to moderate specific learning difficulties.

To enable all children to flourish, the school aims to achieve a balance of SEN within each class.

## **Identification and Assessment**

A child's needs may become apparent through:

- admission procedures;
- teaching within the nursery or classrooms;
- screening procedures eg Baseline assessments, language analysis, reading and spelling tests; SATS at KS2 annual assessments in Maths and English;
- through expression of parental concerns; further specialist assessments undertaken by the SENCO

## **3. PROVISION**

### **A Continuum of Intervention**

Once a child's rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided.

Regular and frequent monitoring of the child's progress by the class teacher will show whether the provision is being effective.

Different opportunities or alternative approaches to learning through Early Years Action or School Action may be indicated if progress is still inadequate. After the gathering of information from the school setting, home, and the child and any further assessment considered advisable, targets and strategies can be drawn up by the SENCO in liaison with the class teacher, the parents and the child. In the event that this level of intervention does not enable the child to make satisfactory progress, the SENCO may need to seek advice and support from external agencies.

Early Years Action Plus or School Action Plus will follow.

There are different strands of action, which may be taken to meet special educational needs within the teaching environment. The table taken from the Code of Practice Tool Kit outlines the range of possible responses.

The main methods of provision made by the school are:

- Full time education in class, with additional help by class teachers/subject co-ordinators through a differentiated curriculum
- In-class support by a classroom assistant primarily with a qualified teacher who has special educational needs training and qualifications
- Periods of withdrawal to work with a classroom assistant
- Working with the SENCo on a withdrawal basis to meet the targets set in the IEP for that particular child
- Support from specialists from external agencies either within the class and or as part of a withdrawal programme

### **Individual Education Plans**

When it is jointly agreed with parents that individual specialist teaching would be beneficial and an additional charge would apply, parents sign a consent form for tuition to commence and for the charge to be added to their child's school fees.

IEP's focus on up to four or five individual targets and include information about:

- the short term targets set for or by the pupil;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes are discussed in the end of term review.

IEP's are kept under review at all times and may be adjusted accordingly. However every IEP is reviewed on a termly basis. Parents are consulted, either formally in a meeting or informally by telephone. Teachers are also consulted formally or informally and the child is consulted. Parents are sent a progress report at the end of each term, together with the updated IEP. Special consultations can be arranged if required and parents are welcome to speak to the SENCO on an informal basis before school.

When a child is removed from the SEN register, the class teacher and subject teachers will carefully monitor progress.

### **Group Education Plans**

When a group of pupils within a particular class or subject lesson have common targets or strategies, a group learning plan may be drawn up.

### **Timetabling**

When support is needed in a withdrawal situation the first priority is to ensure that all children have access to a broadly based curriculum and do not miss core subjects. Their

individual preferences and strengths are taken into account in addition to the advice of the staff members and parental requests. Children may be withdrawn from the foreign language option or from part of the weekly lessons in Art, Music or Technology. RS and Humanities on rotating basis. Assembly time, break times and games lessons may also be used.

### **Support Programmes**

In addition to the use of classroom strategies, different teaching methods and materials, specialised equipment such as laptops and spellcheckers, the following support programmes are used as appropriate at the school or sometimes at home:

#### Literacy Programmes:

Sounds Abound  
Sound Linkage  
Toe by Toe  
Alpha to Omega  
Beat Dyslexia  
PAT  
Steps to Literacy  
Wellington Square Reading Materials

#### Numeracy Programmes:

Plus 1  
Power of 2

#### Handwriting Programme:

Write from the start

#### Computer Software:

Lexia network based for school use  
Wordshark 4  
Nessy  
Scan It  
Numbershark 4

- Other resources and materials may be included.
- Specific support with mathematics is also given where appropriate.
- Study skills and revision techniques are also introduced, as children need them.

Behavioural difficulties may be met through the use of report cards or other appropriate means.

### **Integration**

There is a close liaison between the SEN Department and the subject teachers so that skills learned in a one to one or group session can be encouraged in the classroom. Classroom tasks can also form the basis for introducing study skills and revision techniques.

The children with SEN are fully integrated within the school as a whole. All staff and children know which children receive support and there is an atmosphere of understanding and encouragement.

## **Exam Procedures**

It is the school's policy that children should be enabled to show what they know rather than what they do not know in tests and exams. Extra time is allowed wherever a pupil's reading or writing speed is below his or her age level or where proof reading is essential. Occasionally children with SEN find the examination process to be very stressful. In these situations, children may, for example, sit their exams with a member of the SEN team so that they can have questions read to them or check their understanding of a question.

In public examinations or SATS, the official guidelines are followed. Future schools are contacted to discuss the needs for extra time for Common Entrance. Where necessary, exam papers can be magnified to facilitate reading. The use of highlighters is encouraged to pick out key information, if permitted to do so.

## **4. EXTERNAL AGENCIES**

The school maintains a list of Educational Psychologists to whom the parents may take their children for assessment. Locally based psychologists will visit the school and offer help and advice.

Good relationships have been established with; the Paediatric Occupational Therapy Service and an Occupational Therapist; Speech Therapist; Behavioural Therapist; and an Ophthalmic Optometrist.

## **5. PERSONAL DEVELOPMENT**

Considerable attention is paid to the child's overall development and progress. It is the school's aim that every child should develop a strong sense of self-esteem through playing an important role within the classroom, on the sports field, in the choir or orchestra and within the community in general.

## **6. FUTURE SCHOOLS**

In the event of a child having SEN, advice is given to the parents, following full staff discussion, regarding the amount of continuing support the child may need.

## **7. COMPLAINTS**

Should anyone have any concerns or complaints about SEN Provision, they can refer to the SENCO, the Headmaster or, in extreme cases, to the Governors.

## **8. INSET**

All staff attend regular conferences and training days on their own specialism. There are also regular INSET days held at school on topics of general concern. Special Needs are included in this general programme.

## **9. EARLY YEARS FOUNDATION STAGE - INCLUSION**

**SEN (DfES/0117/2004)**

We recognise the need to ensure the SEN Government strategies entitled 'Removing Barriers to Achievement' are incorporated in the organisation of the education and care provided to the children within the Foundation Stage. The principles of 'Inclusion and Equal Opportunities' as outlined in the report will be put into practice by all staff, to raise quality and standards, enabling the unique skills and abilities of each child to be recognised and developed.

(Paragraph 9 incorporated into SEN Policy – (05/03/2009)