

# Special Education Needs Policy

## **IMPLEMENTATION**

### **1. Staffing**

SENCo. Mrs. Ann Paradise, qualified SpLD teacher.

#### Responsibilities of the SENCO.

Maintaining SEN Register

Assessment of children identified as possibly having special educational needs.

Liaise with staff to support children with differentiation for all children being monitored or on the SEN Register.

Together with staff, review progress, collect information, write IEPs, inform parents and consult with child at School Action and above, at termly intervals.

Conduct in-school assessments and refer to outside specialists as appropriate at School Action and/or School Action Plus.

Ensure that the results of assessments are made known to parents and staff.

Managing the work of Learning Support staff.

Being available to parents for meetings as requested

Ensuring that suitable examination arrangements are made for children who cannot cope with the normal exam. procedures.

Reviewing and monitoring progress of children who have discontinued their support programme.

Monitoring the support programmes being used.

Maintaining the children's SEN files with all relevant information and records of meetings and reviews.

Providing or arranging INSET as appropriate.

## **2. Admission Arrangements.**

The school accepts children with a wide range of abilities.

Children entering the school will normally spend half a day in the classroom with their year group and be assessed by the class teacher or subject teachers.

In addition, an assessment interview with reading, spelling, numeracy and ability tests may be given by the SENCo., Form Teacher or the Headmistress. Should any child already have any identified SEN, relevant reports should be brought to the admission interview.

Children with SEN can be admitted to the school if it is considered that they will access the curriculum with the support which the school is able to provide. Generally it is preferred that pupils will be taught within the correct year group, however in exceptional circumstances a place in a lower class may be offered.

The school exists primarily as one which prepares children for Common Entrance at I I and for the I I+ Senior School entrance examinations.

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.

## **3. Identification and Assessment**

A child's needs may become apparent through:

- a) admission interviews and assessment
- b) teaching and observations within the classroom,
- c) screening procedures (annual reading and spelling tests; VR, Non-VR and Maths standardized tests; SATS at KS 1 and 2; optional annual KS assessments in Maths and English).
- d) expression of parental concerns.

### Initial Concern

The child's teacher may informally discuss the child's progress with the child's parents and the SENCo. Curriculum-based strategies will be discussed and implemented in the classroom by the class teacher. A review date is set. Concerns will be reported to the SENCo so that the child can be placed on the SEN register.

### School Action

The child's teacher will approach the SENCo for structured help and possible assessment of the child's needs. After collecting and considering all relevant information, the class teacher will draw up an IEP and agree it with the child and the parents. A review date is set.

### School Action Plus

The SENCo takes responsibility for collecting all relevant information, consulting with child, teachers and parents and referring the child for further assessment, either in-school by the SENCo, or by external specialists such as an Educational Psychologist, Speech Therapist or Occupational Therapist. The school prefers specialists to observe and assess pupils in school and also to be available to attend initial planning and review meetings.

In the case of a school-based assessment, background information is sought from the parents and the class teacher and recorded. A two hour assessment is normally conducted at a time when the child is most alert and in relaxed environment. Such in-school assessments could include:

- a) tests to establish an overall ability level - VR and NonVR
- b) reading tests;
- c) spelling tests;
- d) Maths assessment;
- e) DST
- f) expressive and receptive Language assessments
- g) LucidCops
- h) Dyscalculia Screener

Recommendations for a support programme are made and discussed with the parents at parents evening and individual appointments when appropriate.

Once the IEP has been agreed it is put into immediate effect. All staff are informed of the assessment and action to be taken.

### Statements

If the child's needs cannot be met by the normal provision at School Action Plus, the school or the parents may decide to apply for a formal assessment resulting in a statement of special educational needs. The SENCo will gather all relevant information and complete the forms sent by the LEA.

#### Provision at School Action Plus

As defined at this school, support at this level consists of specialized, structured programmes which are normally delivered in individual or small group lessons on a withdrawal basis, together with appropriate differentiation and/or support within the classroom. Children will normally receive one or two support lessons a week, When appropriate and resources are available some children at School Action may receive support within a small group.

To ensure that all children have access to a broadly based curriculum, in particular the core subjects, children are normally withdrawn from part of the weekly lessons in Art, Textiles, Music, Geography and History. The timetable is carefully drawn up to take account of the child's preferences and strengths, the advice of the staff members and parental requests.

#### **4.Support Programmes**

Each child will follow an individual programme at her own pace. The following literacy programmes are available: Hickey MultiSensory Language Course, Cracker Phonics, Alpha - Omega, Spelling Made Easy. A variety of other resources are used when appropriate, including computer based material such as Wordshark and GAMZ Player.

Specific support with Mathematics is currently under consideration

A Social Skills programme is available for those children identified as requiring such teaching.

Specific support is given to children with handwriting and organisational difficulties.

There is close liaison between the SEN Department and the subject teachers so that skills learnt in a one-to-one or group session can be encouraged in the classroom. Equally, classroom tasks can 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 the atmosphere is one of understanding and encouragement.

#### Exam Procedures

Some children with SEN find the examination process to be very stressful. In these situations, special arrangements are made. Children may ask for assistance in reading the paper and check their understanding of the question.

Extra time is allowed wherever a pupil's reading or writing speed is below his/her age level or where proof reading is essential,

The guidelines for SEN and SATS are followed. Applications are made for extra time and/or a reader for entrance exams. and SAT's.

### 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 individual role within the classroom, on the sports field, in the choir or orchestra, or within the community in general.

### Evaluation

Each child's progress is carefully monitored through the use of;  
Termly IEP reviews,  
Bi-annual school exams.,  
Bi-annual reading and spelling tests, as appropriate,  
Annual assessments

### Review Procedures

Regular review dates are set for all children on the SEN Register. In the main, IEPs are reviewed and adjusted at the beginning of each term by the SENCo and teachers.

All relevant staff are consulted and where external therapists are involved, meetings are set up. Parents are formally consulted twice a year, but will be contacted and kept informed of all progress and changes in provision at parents evenings. SENCo and all teaching staff are available to meet with parents after school, by appointment.

Following each review and evaluation of the child's progress, decisions are made regarding new targets and any necessary changes made to the learning programme.

In the event of a child being removed from the SEN Register, reviews of her progress will be carried out by the SENCo through discussions with subject teachers.

Full staff discussions about a child's academic and social development take place, when appropriate, at the weekly staff meetings.

Ann Paradise (SENCo)  
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