



2.21 (EY no. 1.12)

Supporting Children with Special Educational Needs – Main School

Introduction

This policy describes the School's values and arrangements made to support pupils who are identified as having special educational needs.

The Special Needs coordinator is Miss Lucy Wilcox.

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs and Disability Code of Practice (July 2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. **Our SENCO is Miss Wilcox who is assisted by Mrs Capper.**
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of assessing, planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children from initial assessment, school intervention groups, specialist advice and requesting an statutory assessment.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

The principles and values on which the School's special educational provision is based are:

- To ensure full entitlement and access of SEN pupils to high quality education within a broad and balanced and relevant curriculum, including access to the national curriculum, so they can reach their full potential and enhance their self esteem.
- To educate pupils with SEN alongside their peers within the normal curriculum but with small classes and, where appropriate, with a differentiated curriculum so that their individual needs and the wishes of their parents are met.
- To enable SEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum will be broad to promote intellectual, emotional, social and physical development so that pupils can develop as valuable members of society.
- To identify and assess pupils with SEN as early and as soon as possible. To involve fully parents and pupils in the formulation of strategies to meet the pupil's identified special educational needs.

Identification

Pupils who are thought to have special educational needs are identified and assessed as early and as thoroughly as possible.

Referral may come from a multitude of sources including subject teachers, parental requests – usually upon admission, information from previous schools or following diagnostic tests.

Assessment

Some pupils entering the school may already have an Educational Psychologists report or have already been assessed by a Dyslexic specialist. If difficulties have already been raised, the school will use the expertise of either Mrs Jackie Day if it is in the area of numeracy or literacy or if it is in the area of Speech and Language we will use the services of Mrs Gerry Bates who is a trained speech and language therapist. We use the services of an educational therapist Mrs Julia Shaw for children

needing emotional support and intervention. The school will be advised by these three specialists as to whether the school has the resources to support these children. They may also advise us to seek further help by arranging for an educational psychologist.

Those within the school, who are identified by the teachers, will also be assessed by these two specialists once the parents have been made aware of the need.

Dyslexia

There is a Dyslexic Unit within the school which is guided by Jackie Day who tests the children and advises the staff on how to support these children. Jackie Day visits the school every half term to evaluate the performance of the children and induct the staff. If required Jackie Day will come more frequently if needed. This department provides a supportive environment for the children. . The funding of all assessments and work carried out by our consultants is carried by the parents.

Speech and Language

Mrs Gerry Bates a speech and language therapist will advise the staff and parents having done diagnostic tests which programme is appropriate for the child's needs. Mrs Bates may set the programme up and induct an STA to carry out the work and then make half term visits to monitor the progress. Alternatively Mrs Bates may undertake the work herself if appropriate. The funding of all assessments and work carried out by our consultants is carried by the parents.

Testing

Wrat Reading
Schonell Spelling test

The test results are tabulated and sent to the relevant teachers with detailed advice on how to proceed. These reports are also shared with the parents and the strategies which will be used. All results are kept in the special needs folder and the new strategies will be reflected in the child's IEP/Target plan which is updated during the first half of the Autumn term and again once the optional SATs have been taken at the end of May.

Action Plans

The school adheres closely to the Code of Practice guidelines.

The Code of Practice

The code of Practice on the Identification and Assessment of Special Educational Needs give statutory guidance to schools, LEA's, health authorities and social services departments. It sets out a framework for meeting children's educational needs, involving parents at every stage.

The code of practice emphasis the need to identify early, but the school must be sensitive to the child as they may not like being singled out. The school must also be sensitive to the parents needs – they may be supportive but may put extra pressure on the child.

Record of Concern

This is a pre register identification. The class teacher needs to fill in a concern form and raise the issue with the Head Mistress. It may be a temporary problem which has been exacerbated by home circumstances. In such circumstances, the school will discuss their concerns with the parents. On the basis of the outcome of this, they may choose to continue monitoring the situation or seek greater clarification by having the child tested by one of our specialists.

On the basis on these results, the child may either continue to be monitored or be given some form of intervention. Once a child is given any form of intervention, they will immediately be put on an Individual or Group Target plan.

Action taken by School

Initially, provision at this stage may still be met by the classroom teacher. However the Special Educational Needs teacher is usually involved. Suitable approaches and schemes of work are established. For example, structured, sequential, multi- sensory programmes for literacy and numeracy are the most effective in helping dyslexic children to overcome their difficulties. Nevertheless, all dyslexic children will be encouraged to attend an early morning phonic programme intervention session at least twice a week for ½ hour. In addition, they may receive at least 2 intervention sessions instead of French to ensure their literacy / numeracy are given priority.

- The Senco will take responsibility for gathering information and coordinating the child's special educational provision, working with the child's teachers, Literacy and Numeracy coordinators, the parents and the child. Various levels of intervention may be proposed. Targets will be set on an *Individual/Group plan* to monitor the effectiveness of the intervention. Their progress and further needs will be reviewed formally twice a year and half termly by their class teachers.
- For a young dyslexic child, for example, appropriate provision at School Action may be to develop phonological awareness, provide a range of reading schemes, teach cursive writing and proper pencil grip. For numeracy, teaching concrete apparatus will enable the acquisition of concepts.
- For an older dyslexic child, it will be necessary to help him / her develop higher reading skills to enable comprehension appropriate to his / her age and ability. Study skills, including appropriate practices for taking notes, recording information, planning and organizing written work should be taught. The use of appropriate information technology should be facilitated.
- For all children, strengths should be encouraged. Frustrations which can develop as soon as a child starts school, should be addressed. Perceptions of failure often demotivate pupils who may then develop secondary behavioural problems.
- Provision should be regularly evaluated and re-focused, as needs change with the demands of the curriculum.
- Parents can give constructive advice about the difficulties their child is experiencing. The school should respond in a positive manner if parents are a trigger for a child's inclusion on the SEN register.
- When a child's progress continues to be slow for his/her age and/or potential, advice is sought from appropriate specialists advisors or Educational psychologists.

Specialist support

If there are concerns that the child has more serious needs, the school will arrange for specialists to do an initial review. On the basis of their recommendations, they may be referred to a Pediatrician as the first step towards an assessment by an Educational psychologist. If they are given a statement by an educational psychologist, such as educational delay or Autism or Asperger's or are diagnosed

by our specialists with either a language disorder, dyslexia or dyspraxia, they will be placed on *an Individual Target plan*. The Head Mistress and Senco supported by Specialists from outside the school will evaluate regularly and seek advice and induction from the specialists to ensure their continuing needs are met. Their *IEP's/Target Plans* will be updated twice a year and meetings will be held with the parents and child to ensure all are involved in their progress. At times, meetings between all parties may be more regular if necessary.

Statutory Assessment

The Head Mistress co-ordinates all pupils with a statement. The Head Mistress liaises with South Gloucestershire and invites them to an annual review meeting at Silverhill School. All necessary paper work is carried out in advance of this meeting and the relevant professionals invited to the annual review meeting with the parents and the child. The school is up to date with the changes in the process of statementing a child and has adjusted their paper work accordingly.

Children with Statements

The LEA considers the results of the statutory assessment and, if appropriate, makes a statement of special educational needs and arranges, monitors and reviews them annually.

The role of the class teacher

- Makes initial identification of a pupil with special needs, and in consultation with the SENCO, places pupils on the special needs register and arranges with class teacher to fill in targets for the IEP/Target plan.
- The teacher arranges a meeting with the parents and the Head Mistress to advise the parents of the school's decision to provide additional support. The teacher explains to the parents that the curriculum will continue to be appropriately differentiated to meet the needs of their child and the child may be taken out of French lessons to be given intervention for Literacy / Numeracy. The teacher will also explain the additional benefit to the pupil in having specific targets to suit their needs.
- The class/subject teacher will work closely with SEN support staff to effectively plan and assess the impact of the intervention and make links within classroom teaching.
- Helps to devise IEP with the SENCO.
- Diagnostic assessment should inform provision detailed in the plan and the targets should be SMART – Specific, Measureable, Achievable, Realistic, Time limited.
- The class teacher should help the child fill in a "My Target" form and make sure the child is aware of his / her targets.
- Ensures the child receives sufficient teaching time and resources for the pupil to be able to achieve the targets set.
- Arranges dates with the Head Mistress of reviews and in collaboration with the Head Mistress, sends out review invitations to parents.

The role of the teaching assistant

Parental Liaison and Involvement

During a normal academic year, the department communicates with parents directly or indirectly by means of:

- Parent's evenings
- Twice yearly formal reports
- Personal letters that deal with individual pupil's needs
- Homework dairies which have a record of homework the child needs to undertake.
- Meetings between parents and staff concerning an individual pupil's needs

Liaising / Working with Other Departments

The department works closely with all the Subject and Class teachers to ensure that SEN pupils have access to a broad, balanced and relevant curriculum and, therefore, are able to reach their full potential and enhance their self esteem.

Ongoing Activities

- Regular meetings are held by the teachers providing input for support with Literacy and Numeracy intervention.
- At general staff meetings children with concerns are regularly raised.
- Staff are provided with detailed information on how to handle children with Special Educational Needs within the classroom.
- Staff are given inset by professionals to ensure they are aware of all the new initiatives available to support children with special needs.

Tuition in the Department

Tuition is given either individually or in groups depending on their needs. Support may also be given within the class by a STA.

Areas of Work Covered

Depending on a pupil's needs, the following areas may be studied:

- Reading skills – with an emphasis on syllable division as an essential tool
- Spelling – spelling rules are taught (particularly in the early morning phonic sessions) and time is spent recapping work.
- Reading for meaning, looking in detail at comprehension skills.
- Handwriting
- Punctuation
- Sequencing skills – narrative therapy programme
- Essay writing – narrative therapy programme
- Organisational skills – Narrative therapy programme

Progress monitoring

The children are given a reading and spelling test twice a year to monitor progress.

The children currently do half termly assessments in Literacy and Numeracy, termly assessments in Science and optional SATs in the summer term.

Jackie Day will test children when necessary to ensure progress and advise on next stage.

Final Report

Final test results and all IEP's/Individual Target plans will be forwarded to the next school. A detailed report will also be provided by the Head Mistress to ensure continuity.

This policy was adopted by	Silverhill School
Date	January 2018
Review Date	January 2019
Name of signatory	Jenifer Capper
Role of signatory	Head Mistress