



SPECIAL EDUCATIONAL NEEDS POLICY

Solefield School

1. Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with SEN and English as an additional language (EAL) at Solefield School. This policy applies to the whole school including the Early Years Foundation Stage.

Definition of SEN

According to the SEN Code of Practice:

‘A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.’

A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.

(Special Educational Needs Code of Practice, November 2001 DfES) A copy of the Code of Practice is held in the Learning Support room.

The School in context

We are an independent day school catering for boys from the ages of 4-13.

Admission arrangements

Pupils with special educational needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- The provision of efficient education for the children with whom he will be educated; and
- The efficient use of resources.
- See also Admissions Policy

Prospective boys entering the school will normally spend a minimum of half a day in the classroom with their year group and be assessed by the class teacher or subject teachers. Should any child already have identified SEN, relevant reports should be brought to the admission interview.

The Headmaster will contact the child's current head teacher.

Any child who, at the admission interview, is identified as having any additional needs, 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 and may not be suitable for children with below average ability.

2. Aims and Objectives

To enable all pupils to develop their full potential in a structured, caring environment. The school has high but realistic expectations of its pupils and encourages each child to work hard to the very best of his ability, constantly giving of his best effort and receiving effective and positive encouragement.

- 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 needs.
- To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- To ensure that no child is discriminated against, in any area of school life, on the basis of his 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 children's progress.
- To work in partnership with parents and other external agencies to provide for the child's special education needs at all stages.
- Where possible to include the children themselves in decision-making about the type of intervention and targets.
- To endeavour to ensure that each child with SEN or EAL progresses to a suitable Secondary School where his current needs will be met.
- To provide a regular INSET programme for all teaching staff.
- To provide support for staff so that children's needs can be met in the classroom.

3. Identification

'The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.'

(Para. 5:11 SEN Code of Practice 2001)

Children will have needs and requirements that by and large fall into at least one of four areas, although many children will have interrelated needs.

Cognition and Learning

Communication and Interaction

Physical and/or Sensory

Behavioural, Emotional and Social

The school's assessment procedures (see Assessment Policy) provide information that is used to identify pupils with SEN.

A child's needs may become apparent through:

- Admission procedures;
- Teaching within the Reception year group
- Screening procedures and NFER tests,
- Reading and spelling tests;
- Assessments in Maths and English;
- Class Teacher Observations
- Inconsistencies in assessment and attainment
- Through expression of parental concerns;
- Further specialist assessments undertaken by the Learning Support teacher.

A teacher has an obligation to raise with a child's English or Maths teacher any problems or difficulties that in his/her opinion may result in the need for support. Informal discussions between the teacher and the Learning Support teacher form the initial stage. Record of concern forms, which are kept on the SEN notice board in the staff room, are to be completed by the teacher and given to the SENCO, who will then decide the next course of action.

If it is determined that specific action is required, the Headmaster and parents are to be informed at that stage. It is recognised that not all parents so consulted may wish action to be taken. Staff members are to be informed when action is to be taken.

Consultation with Educational Psychologists

In some cases it may become necessary to advise parents on the desirability of a consultation with an educational psychologist or other external agency e.g. speech and language therapist. Parents may or may not be willing to undertake this (the school cannot exert pressure on them to do so, only recommend it as a course of action) and in any case may wish to keep any ensuing report confidential to themselves which they are fully entitled to do. However they are to be encouraged to allow a report to be seen by staff in order that the teachers may better be able to give support to their child.

4. Provision

It is accepted that a small number of children in each year group will require support to ease learning difficulties and that the school has an obligation to provide such support both in the classroom (through targeted differentiated learning opportunities) and outside the classroom on an individual basis or small group with a special needs specialist or assistant.

Learning Support provision is to be seen as a partnership of support, involving parents, class teacher, Headmaster, subject teachers, the Learning Support teacher and teaching assistants, governors and of course the child himself.

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 in timetabling this support.

5. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headmaster, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

Senior Management Team (SMT)

The SMT consists of the Headmaster (Dougal Philps), Deputy Head (Keith Palmer) Second Deputy Head (Jackie Thomas), Head of Juniors (Diana Mahan) and Director of Studies (Helen McClure).

SMT Responsibilities

- Overseeing provision of SEN and EAL pupils
- Keeping governing body informed
- Working closely with SENCO to co-ordinate provision
- Monitoring and evaluating success of this policy

Special Needs Co-Ordinator

The Special Needs Co-ordinator is Lisa Glennon and she is responsible for the co-ordination of provision.

SENCO's responsibilities:

- Along with SMT oversee the day-to-day operation of the school's SEN policy;
- Co-ordinate provision for children with special educational needs;
- Liaise with and advise fellow teachers;
- Co-ordinate the work of Learning Support assistants;
- Oversee the records of all children with special educational needs;
- Liaise with parents of children with special educational needs;
- Contribute to the in-service training of staff;
- Liaise with external agencies including the LEA, educational psychology services, health and social services and voluntary bodies.
- Provide some specialist teaching to small groups or individuals in response to needs identified in classes 2 and 3 (2 periods a week in both classes).
- Keep IEPs for statemented pupils under review and evaluate termly with class teachers.
- Carry out informal testing of individuals in response to needs identified by members of staff.
- Liaise regularly with class teachers.

Teaching Staff Responsibilities

- All staff have a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal classroom situation;
- All staff are expected to be aware of the Learning Support needs of all the pupils they teach, and to ensure that the needs of each pupil are addressed during classes and in the prep set.
- In the classroom, differentiated tasks should where possible be given by way of supporting those children. (The difficulties inherent in this approach as children move towards Common Entrance in the higher year groups of the school when all pupils are supposed to be moving towards taking the same exam are recognised.) It is also very likely that these boys will be spending some time each week out of lessons with the Learning Support teacher either as an individual or as one of a small group. Additionally the possibility of the Learning Support teacher or teaching assistant giving

support to an individual pupil within the classroom situation is an option. This support is regularly reviewed.

SEN Staff

Currently the school's support team comprises of the SENCO (Lisa Glennon) and the Learning Support Assistant (Ali Clare) who has recently attended training in English as an Additional Language (June 2009).

6. Records

Reports of SEN children are filed in the office for years 4 – 8 and for years R-3 in class teacher's file.

Records and targets of those children receiving 1:1 support are filed in the Learning Support Room. Children requiring an IEP (Individual Education Plan) will have at least 3 targets set; these will be discussed with parents and reviewed on a termly basis.

The IEP should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.

(Para 5:51 SEN Code of Practice 2001)

A brief report is sent to the parents of children receiving 1:1 support with the Learning Support teacher at the end of each term. These are filed in the pupil files.

7. 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 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. In public exams the official guidelines are followed.

Future schools are contacted to discuss the need for extra time in Common Entrance.

8. External Agencies

We recognise the expertise of external agencies and the school maintains a list of Educational Psychologists to whom the parents may take their children for assessment. Locally based psychologists and external agencies will visit the school and offer help and advice. External agencies will be invited to attend Annual Reviews for pupils with a Statement of Special Educational Needs. Good relationships have been established with a range of professionals and external agencies.

9. 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. There is a school complaints procedure.

10. INSET

All staff at Solefield School attend regular conferences and training days on their own specialism. There are also regular INSET days held at school on topics of general concern. and supporting children with SEN is part of this programme.

11. Monitoring and Evaluating the School Policy for SEN Provision

Both the SENCO and the Headmaster will monitor the administration and development of special needs provision within the school. There will be an annual review which identifies outstanding tasks and agrees future objectives to be included in the policy statement.

12. Gifted and Talented

We recognise that teaching should make learning challenging and enjoyable. We aim to provide high order thinking and questioning skills in lessons to challenge our more able pupils. Enrichment and extension work is provided by all teachers as part of normal differentiated provision in lessons. In addition to this, identified pupils take part in extra activities such as Chamber Choir, Art enrichment club, Art Scholars club, Music groups and Drama. One boy in Year 3 has been identified as having specific needs in mathematics over and above those provided in differentiated lessons; from September he has been receiving additional one-to-one tuition from our specialist mathematics teacher. Scholars are identified in Year 7 in areas of: general intellectual ability, specific aptitude in one or more subjects, creative and performing arts or sport.

Lisa Glennon-Cousins (SENCO)

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Review 1.09.12

