



The Schools at Somerhill

SPECIAL EDUCATIONAL NEEDS POLICY

Policy reviewed: September 2010

Next review due: September 2012

1. Introduction

This document is a statement of the aims, principles and strategies for Special Educational Needs at the Schools at Somerhill.

2. What are Special Educational Needs?

A child has Special Educational Needs if:

- the child has a significantly greater degree of difficulty in learning than the majority of children of the same age
- the child has a disability which hinders him/her from making use of the educational facilities provided for children of the same age.

3. Aims and Principles

Our aims and principles for provision for children with SEN are:

- All pupils should have full access to the wide and varied curriculum on offer at the school.
- Each child should be given the greatest opportunity to reach their full potential
- Children's self-esteem should be enhanced through genuine praise and encouragement and opportunities should be offered for each child to find success in their areas of strength in academic subjects, art, music or physical education.
- Early identification of SEN is a priority.
- All staff should recognise that it is their responsibility to identify and meet the needs of SEN children, fully drawing on the resources of the whole school.
- The school aims to provide the best setting to meet the needs of children with SEN, and to provide additional special educational provision for those children who require it.
- Positive and effective working relationships will be established and maintained with parents, pupils and other individuals or agencies which may provide extra support.
- The effectiveness of SEN provision is maximised when pupils and parents are fully involved at the earliest possible stage in the assessment and identification of problems. Parents need to be kept up-to-date with progress and developments through meetings, and regular written and verbal feedback.
- Some needs are short-term and subject-specific whilst, for example, as with dyslexic pupils, some difficulties persist and need long-term provision.
- Pupils with SEN will have equal access to the facilities on offer at the school, and the school will take reasonable steps to improve access as far as is reasonable through physical changes to the building and by providing extra resources.
- It is important that no stigma is attached to the help given to children with SEN.

Identification of, and provision for, monitoring of children with SEN:

It is important that there is early identification, assessment and provision for any child who may have SEN. The earlier action is taken, the more responsive a child is likely to be and the more readily intervention be made without undue disruption to the routine of the school.

- Children who have attended Somerhill Pre-prep will usually have been identified for SEN or the possibility that a difficulty may exist. The SENCO and pre-prep SENCO will liaise with regards to this to ensure that any information is passed to any staff that are involved with the child.
- The needs of children with SEN are primarily met in the classroom and termly plans will include information about differentiation.
- Teachers are made aware of the signs which may indicate that a child has SEN through consultation with the SENCO and INSET (checklist attached). When a class teacher has an initial concern they should monitor the child's progress and check history, maturity (young in the year) and health or family situations that may have caused a change in the child's pattern of learning. If the child continues to cause concern they should liaise with the SENCO.
- The school will be responsive to parental information and concerns.
- Screening and tracking policies are in place for the identification and monitoring of all pupils, including those with SEN. The SENCO and a member of the SMT will meet after whole school assessments to analyse the progress made by individual children. Children who are not making the expected levels of progress will be highlighted and action put in place to address this.
- In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. Thus a child will be monitored at first and additional classroom strategies put into place. A child may move onto the stage of School Action or School Action Plus if deemed appropriate (see Appendix 1). The school will record the steps taken to meet the needs of individual children.
- The SENCO and class or subject teacher will identify and focus attention on action to support the child **within the class**. Learning support staff will be allocated to provide classroom support to individuals or groups of pupils where available.
- In some instances the child may require a more highly focused and differentiated form of support and their parents will be offered one to one out of class support with a specialist teacher. Individual programmes will be prepared and the class or subject teacher will assist with these.
- Pupils with SEN will have equal access to all areas of the curriculum and will be taught within their class sets, apart from removal once or twice weekly for one to one/small group specialist teaching.
- IEPs will be reviewed and written at least twice a year for all children on the school's register of need. IEPs will reviewed by the SENCO and the class or subject teacher. Parents and pupils, where appropriate, will be involved in the review and formulation of the IEPs at parents' consultation evenings or any additional meeting as required.

Record keeping:

The school keeps a register of pupils' names. Information is stored including any assessments by the school or outside agencies, programmes of work which have been followed by the child, IEPs and minutes of meetings with parents.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

- Access to other professional services e.g. Speech Therapy, Optometrist, Paediatrician or / and Language Assessment

INSET:

The school endeavours to keep staff familiar with specific teaching methods and approaches. This is usually carried out by meetings between specific staff and the SENCO.

Role of the Special Needs Co-ordinator:

The SENCO will take responsibility for:

- The day-to-day operation of the school's SEN policy.
- Using whole school assessments to highlight children with special educational needs and to track their progress
- Liaising with and advising school staff.
- Maintaining and updating the school's SEN Register and overseeing the records of all pupils with SEN.
- Coordinating provision for children with special educational needs
- Liaising with others to ensure good provision of assessment and resource materials for effective SEN work.
- Liaising with SEN and other staff across the schools.
- Contributing to the INSET of staff.
- Liaising with the parents of pupils with SEN.
- Liaising with external agencies such as Educational Psychologists and Occupational Therapists.
- Managing the SEN resources and being responsible for the SEN budget
- The SENCO is responsible for the induction of new staff in terms of the school's SEN policy
- The SENCO will take part in on-going training to keep abreast of the latest initiatives in special educational needs.

Support Programmes

A number of support programmes are available to children with SpLD. In addition to these, Movement for Learning is routinely carried out in the classroom and highlights children needing specific practice. A weekly club is run for these children and the list of those attending can be found in the Special Needs File.

Statements of Special Educational Needs

If the child's needs cannot be met by the normal provision at Early Years Action Plus or School Action Plus, the school or parents, may decide to apply for a statutory assessment by the LEA. Normally the parents make the application as they have the right of appeal. The SENCo and the class teacher will gather all the relevant information and complete the forms sent by the LEA.

APPENDIX I

The stages of the SEN Code:

School Action

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to/from those provided as part of the school's usual differentiated curriculum. The class teacher will also discuss any concerns with the child's parents. The pupil will be entered on non - statutory School SEN list (to enable School Staff to identify and track pupils' progress).

The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or non progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO and class teacher will support the assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. An **Individual Educational Plan (IEP)** will be written which will specifically target the areas of weakness providing a programme of intervention to aid learning and progress. The child's class teacher or subject teacher will remain responsible for working with the child on a daily basis, and for delivering the individualised programme.

School Action Plus

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of a child of a similar age
- Continues to have difficulty developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- The support and advice of external agencies will usually be sought and the delivery of the targets recorded in the IEP continues to be the responsibility of the class teacher. The IEP will be reviewed termly, or more often if appropriate.

Request for Statutory Assessment

Where the School makes a request for a statutory assessment :

- The child will have demonstrated significant cause for concern
- The LEA will need information about the child's progress over time
- Documentation will be provide by the school in relation to the child's special educational needs, and any action taken to deal with those needs
- The school will provide this evidence through School Action / Early Years Action and School Action Plus/ Early Years Action Plus.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

A Statement of Special Educational Needs

This will include:

- The pupil's name, address and date of birth
- Details of all of the child's special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision.

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with the School, parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual Review of a Statement of Special Educational Needs

All statements must be reviewed at least annually with the child's parents, the child, the school and professionals involved invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement.

APPENDIX 2

Some warning signs which may be noticed in the classroom

Discrepancies

- Intelligence v attainment
- Oral v written work
- Within NC subjects
- Between NC subjects
- Understanding v memory for facts
- Good & bad days
- Effort put in compared with quality of end product
- Assurance/uncertainty

Sequencing difficulties

- With the time, including days, months and dates
- Having correct books/papers in place
- Completing work on time
- Alphabet/ multiplication tables
- Words, sentences, stories, projects
- Following instructions (especially where more than one instruction given at the same time)
- Telling stories or jokes
- Revising

Clumsiness

- Getting changed for PE
- Tying shoelaces/doing up buttons
- Throwing/catching
- Writing: inconsistent size/spacing
- Uncertain of left and right

Difficulty with visual perception

- Confusion with letter/number shapes orientation
- Miscopying
- Misreading
- Misunderstanding
- Mislaying

Emotional/Behavioural difficulties

- Low self-esteem
- Frustration
- Reading social situations
- Uncertainty
- Exhaustion
- Poor concentration

Working Memory difficulties

- Copying from board or books
- Taking dictation
- Learning for tests/exams
- Remembering facts

- Poor sense of direction
- Remembering instructions/messages

Language

- Mishearing
- Difficulty with rhyme
- Erratic spelling
- Problems with labelling
- Right/left, east/west, up/down, names
- 'ums' & 'ahs' in speech, playing for time
- poor vocabulary
- poor/slow comprehension
- difficulty with polysyllabic words
- difficulty segmenting sounds
- difficulty blending sounds
- tip of the tongue feeling
- convoluted explanations
- difficulty taking notes
- poor syntax/punctuation