



TAVERHAM HALL

Preparatory School

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Aims/objectives

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Taverham Hall. Children with Special Education Needs are not viewed as a separate entity but are part of the whole school approach, where different children's needs are recognised and met through varied and flexible provision throughout the curriculum, in order that all pupils may reach their full potential academically, socially and emotionally.

Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment. Pupils for entry should be of sufficient ability and capacity to be able to progress comfortably at an appropriate pace, and to benefit from the whole educational experience offered by the School. Parents are requested to discuss with the School, in advance of their child's admission to the School, any particular needs and to disclose any known difficulty. They should also provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

The SEN code of practice (2001) states:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age; or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.'*

On entry

Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.

Our commitment to the staff, pupils and parents

We are committed to providing a broad and balanced curriculum to enable all pupils to be both challenged and included in every aspect of school life. To this end we offer to the whole school, support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.

We employ a range of strategies to achieve this including:

- Identification & assessment of individual needs
- Designing individual learning programmes
- Advising and working with colleagues (academic & pastoral)
- Liaising with external agencies
- Communicating with parents

Personnel

Our Learning Support Department is staffed by fully experienced specialists who are able to support each pupil with a specific learning difficulty in the following areas:
Dyslexia, dyspraxia, dyscalculia etc.

The person responsible for coordinating the day to day provision of education for pupils with special educational needs is the SEN co-ordinator: Mrs Dawn Arden.

The SENCO is responsible for the smooth and effective operation of the school's arrangements for learning support by:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising colleagues.
- Overseeing the records of all children with special educational needs and maintaining the school SEN Register.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Identification

At some point in their school career, a number of children may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These children will be supported through differentiation by the class and/or subject teacher within their normal classroom environment.

Pupils are identified as having need of extra support in a variety of ways:

Concerns may be raised by parents, class, form or subject teachers, teaching assistants or the pupils themselves. These concerns may be induced by performance in the classroom, attainment tests, standardised tests, or occasionally reports from outside agencies. These concerns are relayed through to the SENCO who will then decide on the appropriate course of action.

Teaching arrangements for pupils with SEN

For the most part, children with SEN will be taught in the classroom alongside their peers, although some pupils may have the in-class support of an LSA or the SENCO. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will for the most part, accommodate those of differing abilities, including those with special educational needs. Pupils on the SEN register will only be withdrawn to the Learning support Unit for specific input when the pupil has not made sufficient progress using other strategies as outlined below.

In addition to this, pupils in year 3 and 4, or pupils where English is not their first language may be offered regular structured reading/language activities in the LSU where their reading age is significantly below their chronological age, in order to boost these skills to prevent, where possible, language becoming a barrier to learning across the curriculum as they progress through the school.

Procedures

Concerns about any pupil who is not fulfilling their potential or not making progress commensurate with their ability and/or age will be discussed in the first instance with the relevant Head of Department and the Director of Studies. The first step will be to ensure that work is sufficiently differentiated within the classroom, with due consideration of individual learning styles. If further action is required beyond this, the pupil will be referred to the SENCO who will observe the pupil at work and discuss the difficulties with the teaching staff. If intervention is deemed to be appropriate, discussion will include parents in order for suitable action to be taken and the pupil to be recorded on the SEN register.

Actions

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Parents should be fully involved in the school-based response for their child; we will make every effort to ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEN register. At this point an Individual Education Plan (IEP) is developed for the child. Regular meetings are held with parents, teachers, SENCO and the child, as appropriate, to review the child's progress and the programme of learning.

The SENCO, in discussion with subject/class/form teacher and with reference to the individual school target agreed with the pupil, will set a maximum of 3 clear achievable targets for the pupil. These will be shared with the pupil, their parents and recorded on an Individual Education Plan (IEP) for the information and effective planning of all teaching staff. IEP targets will be reviewed every term (sooner if appropriate). Results are recorded with new targets being agreed.

Once a pupil's need is identified, the following process will be followed:

- Work within the classroom with differentiated work or appropriate resources to support.
- Work in a group with other pupils with similar needs either within the classroom or withdrawn to the Learning Support Area.
- Work in a pair or on a 1:1 basis within the classroom offering support in a particular curriculum area.

- Withdraw pupil on 1:1 basis (or pair if age and needs suit) to work on activities where support is required.

Each step is formally reviewed and recorded at the end of each term; however there is a process of ongoing assessment, which will enable the targets for the pupil to be adapted at any time as appropriate.

If, at the time of formal review, pupils are not making sufficient progress i.e. they are not keeping pace in lessons, the gap within year group is becoming wider, or they are not achieving manageable targets, the support of an outside agency / specialist will be requested for further assessment. This can only happen with the full support of parents; having worked with them through the process, we would expect to be able to rely on their cooperation at this point. The SENCO, with the knowledge and support of school staff, would then work to implement the recommendations of any report submitted by an outside agency/specialist. If sufficient progress is not made or believed possible at this stage, the pupil may be referred for a statement of educational need.

Physical Accessibility

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Taverham Hall School's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Other adjustments

We are able, depending on need, to arrange for children to use laptop computers in classes.

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 examinations. Extra time is allowed wherever a pupil's reading or writing age is significantly below their chronological age. A reader or amanuensis may also be agreed for pupils with significant need. Occasionally, children with SEN find the examination process to be very stressful. Every effort will be made to keep the pupils calm however in extreme cases the pupil will be able to sit the paper in a separate room.

In public exams the official guidelines are followed, which currently require a valid report by an Educational professional (completed within the previous two years) recommending the requirements for any particular child's need. Future schools, where known, are also contacted to discuss their requirements for additional support, for pupils sitting Common Entrance examinations, in order to make transfer between schools as effective as possible.

Reporting to parents

We formally report children's progress to parents twice a year through a written report. There are 2 formal parents' evenings each year.

In addition, we operate an open door policy: Parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). We also hold regular 'drop in clinics'. Currently Tuesday 8.30 – 9.00am for the LSU.

The SENCO is particularly keen to maintain a two way sharing of information between home and school to ensure the greatest benefit to the child.

Whenever a specific concern is mentioned by a parent, it is always investigated and results reported back/discussed with parents as soon as is practically possible.

Staff Training

All staff (including teaching and support staff) are given regular training on working with pupils requiring support and extra assistance. Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

Budget implications

Currently there is a charge for extra 1:1 support and for some small group work with the SENCO.

Complaints

Any concerns or questions about SEN provision should be referred to the SENCO in the first instance.

Monitoring

The implementation of this policy will be monitored by the Governing body, Headteacher and Senior Management Team.

Reviewed January 2010