

Date Dec 2017

Review Date Dec 2019

Responsibility SMT (DOC)



### PUPILS WITH SPECIAL EDUCATIONAL NEEDS

This policy outlines the Schools' provision for pupils with Special Educational Needs.

These may be defined as children who have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in some or all aspects of learning than the majority of children of the same age.

#### **1. Objectives of the policy**

- To apply a whole school policy to meeting each child's individual needs following the guidelines of *The Equality Act (2010)*, *The Special Educational Needs and Disability Act (2001)*, *Every Child Matters*, *SEND Code of Practice: 0-25 years 2014 (SEND Code 2015)*, *Children and Families Act 2014 (specifically Education, Health and Care Plans - EHC plans)*.
- To identify and assess any pupil who is finding it hard to access the school curriculum or who is performing at a level not commensurate with their perceived ability.
- To make reasonable adjustment to match the level of need of the pupil.
- To provide training, support and / or information for staff when relevant so that the needs of pupils can be met in the classroom.
- To promote the wellbeing of pupils and to ensure that all school staff are aware of individual needs so that these can be met in all school settings.
- To ensure that all pupils have access to a broad and balanced curriculum and have a sense of involvement.

- To foster a close working partnership with parents / carers and external agencies.
- To promote pupil participation in decisions about their learning. In order to achieve these aims the Schools will:
  - adopt a whole school approach to identification, assessment and provision for children with Special Educational Needs.
  - view their Special Needs provision as an ongoing developing process.
  - incorporate an awareness of those pupils with particular needs into lesson planning by staff.
  - develop an effective partnership between school, parents and outside agencies.
  - ensure that the assessment and record keeping system provides adequate means of recording attainment and achievement and gives sufficient information to evaluate progress.

## 2. Responsibility for co-ordination of SEN provision

The Principal's responsibilities are:

- The day to day management of the school including the SEN provision.
- Keeping the Governing Body informed about SEN within the school

Specific oversight of SEN provision is delegated to SMT members who are line managers for and work closely with the Learning Support Coordinators.

Position	Name	Qualifications
<b>Learning Support Coordinator &amp; Teacher (senior school)</b>	<b>Susan Shaw</b>	<b>BA (Hons), Cert. Ed., P.G. Dip. SpLD, AMBDA</b>
<b>Learning Support Teacher (senior school)</b>	<b>Kelly Lowery</b>	<b>BA (Hons) LDD Specialist</b>

<b>Learning Support Coordinator and Teacher (junior school and EYFS)</b>	<b>Paula Roberts</b>	<b>BA (Hons) Educ AMBDA</b>
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The delivery of learning support lessons are offered by qualified staff working with pupils in small groups.

### **3. Entrance exam**

Parents are required to submit an Educational Psychologist’s report or Specialist report along with the application if special arrangements are required.

A judgement is made by the Learning Support Coordinator about appropriate access arrangements and parents are informed.

### **4. Links with other schools**

Before a pupil joins the Schools as much information as possible is obtained from the previous schools with the prior consent of the parent.

In the event of a pupil with Special Educational Needs transferring from Dame Allan’s to a new school, the Learning Support Coordinator, with parental consent, will liaise with the new school and forward any relevant information and provision that the student has received at Dame Allan’s.

### **5a. Identification and assessment – Senior School**

The Schools recognise the importance of early identification of children with special educational needs.

All pupils who are new to the Senior schools are given four literacy tests:

- Hedderly Sentence Completion Test (writing speed)
- Hodder Access Reading Test (reading comprehension)
- Nelson Single Word Spelling Test
- Symbol Digit Modalities Test (processing speed)

The results of this assessment are made available to all staff.

If a pupils’ standard score falls at 89 or below on reading, spelling or processing speed, parents are contacted by the Learning Support Coordinator and further in-depth screening is offered in order to establish if dyslexic tendencies can be identified.

A summary of the in-depth assessment findings are circulated to staff and recorded on the register of learning support. A written report is produced by the Learning Support Coordinator and sent home to the parent / carer. The parent / carer is then invited to discuss the findings with the Learning Support Coordinator and other relevant members of staff when requested.

Where teachers decide that there is a disparity between a pupils' verbal ability and their ability to express themselves in writing, or a pupil is regularly running out of time in tests, the learning support coordinator will be consulted. The Learning Support Coordinator will then survey other staff in contact with the pupil to gain additional feedback. If the concern is shared, parents will be made aware. In-depth screening or an assessment for additional time in examinations will then be offered by the Learning Support Coordinator.

If a pupil under the age of 16 requests screening for a Specific Learning Difficulty (dyslexia) parental consent must be given before this can be carried out. In cases where the pupil is over the age of 16 and does not wish to inform their parent the Learning Support Coordinator may assess the pupil without parental consent.

Parents may also request that their son or daughter are assessed for a Specific Learning Difficulty (dyslexia) however evidence from teachers must be in evidence if an assessment for additional time in examinations is sought.

### **5b. Identification and Assessment – Junior School**

If a pupil is experiencing any difficulties a cause for concern form is raised and sent with appropriate evidence to the SENCO. This will be discussed with the class teacher and with the Head and Deputy Head of the Junior School.

Contact is made with parents who are invited to discuss concerns with the SENCO. Appropriate support within the classroom is discussed with all parties concerned.

After receiving consent from the parents, the child will be fully assessed by the SENCO. Assessments will include a single word reading, spelling, comprehension, digit memory and processing test, results of which will be shared with the parents and any action required will be discussed.

## **6. SEN provision**

All pupils are included in mainstream classes.

The main types of graduated provision made by the school are:

- Full time education in class incorporating differentiation by teachers where possible.
- In class support from a Learning Support Assistant where possible.
- Help and advice from external specialists.
- Additional support provided by the learning support teacher working with small groups.

The Learning Support Coordinator will draw up a programme of learning to suit the pupils' needs.

### **7a. Monitoring, reporting and reviewing pupils – Senior School**

The Learning Support Coordinator will monitor pupil progress using the following sources of information:

Ongoing assessment scores in spelling, reading accuracy, reading comprehension, punctuation and grammar tests carried out within learning support lessons.

Achievement grades provided from teachers in key subjects

School reports

Information provided by pupils themselves

Information provided by parents / carers

Provision will be reviewed accordingly.

Written reports are issued as part of the main school reporting schedule.

The progress of each pupil can be reviewed during parents' meetings.

If a pupil is in receipt of an EHC (specifically on the grounds of education) the Learning Support Co-ordinator will monitor progress and organise the review.

### **7b. Monitoring, reporting and reviewing pupils – Junior School**

The SENCO will draw up an IEP to suit the pupil's needs and this will be discussed with all parties. The IEP will be reviewed during parents' meetings twice a year to monitor progress of each child. An end of academic year report will be completed which will form the basis for provision for the new academic year.

If a pupil is in receipt of an EHC (specifically on the grounds of education) the SENCO will monitor progress and organise the review.

## **8. Record keeping**

The Schools will record steps taken to meet pupil's Special Educational Needs. The

Learning Support Coordinator will maintain the records and ensure access to them. The pupil profile will include:

- Information from previous school.
- Information from parents and record of contact with parents.
- Staff perceptions of difficulties.
- Pupils' perceptions of difficulties.
- Information from outside agencies.

- Programme of learning
- Information on progress

### **9. Working in partnership with parents / carers**

Parents / carers are involved in all stages of the SEN process. Any concerns expressed by parents will be recorded and acted upon as soon as possible and opportunities to discuss their child with the Learning Support Coordinator will be provided.

In the Senior School pupils in receipt of learning support lessons will receive a written report as part of their full report. Parents will also have the opportunity to discuss progress at parents' evenings.

### **10. Links with other documents, guidelines and policies**

There are links with the Schools' specific policies on:

Teaching and Learning

Assessment

Behaviour

[Child Protection](#)

Anti-Bullying

Equal Opportunities

Gifted and Talented Pupils.

English as an Additional Language

Admissions

Accessibility

### **11. Complaints procedure**

Complaints from parents / carers should be addressed in the first instance to the Principal. The Principal will investigate the complaint and take appropriate action in accordance with the Schools' published policies.