

SMALLWOOD MANOR PREPARATORY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale:

Smallwood Manor Preparatory School is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Smallwood Manor Preparatory School we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum (except where disapplication arising from a Statement occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.) through differentiated planning by class teachers and support staff and where appropriate with support from Early Years SENCO and SENCO.
5. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN provision is positively valued and accessed by staff and parents/carers.
6. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
7. To involve parents/carers at every stage in plans to meet their child's additional needs.
8. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
2. At other times, the SENCO will be alerted to newly arising concerns through the 'additional needs' concern form.
3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to the individual child, e.g. differentiation, varied teaching styles.
6. SEN support is primarily delivered by class teachers through differentiated teaching methods. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
7. Support staff, class teachers, SENCO and outside agencies, where appropriate, liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

Early Years Profiles

Progress measured against the objectives in the National Literacy and Numeracy Strategies

National Curriculum descriptors for the end of a key stage

Standardised screening and assessment tools

Observations of behavioural, emotional and social development

An existing Statement of SEN or SENA assessment

Assessments by a specialist service, such as educational psychology, identifying additional needs

Another school or LEA, which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

Differentiated curriculum support within the class

Additional support through **School Action** provision

Additional support through **School Action Plus** provision

SCHOOL ACTION

Differentiated Curriculum Provision

In order to make progress a child may require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within the whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

Closes the attainment gap between the child and their peers
Prevents the attainment gap from growing wider
Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
Matches or betters the child's previous rate of progress
Ensures full access to the curriculum
Demonstrates an improvement in self-help or social or personal skills
Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature of level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**:-

- i. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
- ii. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for each child to have some **individual targets**.

The group may be taught by the class teacher and also supported by a Teaching assistant.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO**.

A child receiving support at **School Action** will have an Individual Education Plan, including a cover document.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out on a weekly basis using the school's standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

SCHOOL ACTION PLUS

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SSENA funded children will always have provision at School Action Plus. School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

Continues to make little or no progress in the areas of concern
Continues working at National Curriculum levels substantially below that expected of children of the same age
Continues to have difficulty in developing literacy and numeracy skills
Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

The School may also recommend extra individualised support to be funded by the parent.

The costs for specialised assessments are usually met by the parents.

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs. (Parents in Independent schools have the right to request their own LEA – the one where they live, to assess a child's learning difficulties). Parents may prefer to employ an external Psychologist.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgement about whether or not the child's need can continue to be met from the resources normally available to the school. This judgement will be made using the LEA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

Dyslexic Pupils

1. All pupils who enter the Main Prep Department at Smallwood Manor will be screened for dyslexia during their first half term. Any child who requires support for dyslexia will be placed on an I.E.P. (Individual Educational Programme). The support will be provided, in the first instance, by the class teacher, supported by the SENCO and special needs learning assistant. Parents will be notified and a meeting arranged to discuss this provision.
2. Children entering Smallwood Manor after September of Year 3 are given the option of dyslexia screening. For further information about screening, parents need to speak to the SENCO. If a child is entering Smallwood who is known to be dyslexic, screening should not be necessary. Parents should speak to the SENCO to discuss the support available.
3. Smallwood Manor work very closely with the Dyslexia Institute. The D.I. have a unit at Smallwood and children can attend the unit for extra support during the school week. The session is one and a half hours long and a specialist dyslexia teacher works with the children on a ratio of 1 staff to 2 children. The cost for this is met by the parents and the parents enter into a contract with the Dyslexia Institute.
4. The Dyslexia Institute Unit at Smallwood Manor also take children from outside the school. This enables children who have moved on to senior schools from Smallwood to continue to attend their weekly 1½ hour session with their teacher in their familiar environment, if they so wish.

The Headmaster will be responsible for:

Liasing with external agencies including the educational psychology service and special needs service, medical and social services and voluntary bodies.

Ensuring the SEN training is regularly covered in INSET training sessions to improve individual teachers ability to identify difficulties and provide effectively for them.

Informing and advising the Governors regarding assessment and provision for any child who may have special educational needs and the costing implications of such provision.

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