

SPECIAL EDUCATIONAL NEEDS POLICY

Guiding Principles

This policy document has regard for the guidelines set out in the SEN Code of Practice (2001), 'Every Child Matters' (2003) and 'Removing barriers to Learning'(2004).

A pupil is defined as having special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her.

At Boundary Oak School, we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils whatever their needs or abilities. We aim to give every pupil the opportunity to experience success in learning and to achieve their full potential.

When planning their teaching, our teachers set differentiated learning challenges, taking into account the different backgrounds, experiences, strengths and weaknesses that influence the way in which all our pupils learn. We recognise that a minority of pupils will have particular learning and assessment requirements which will need to be addressed through special arrangements in order to overcome potential barriers to learning.

Objectives

The specific objectives of our SEN policy are as follows:

- To identify pupils with special educational needs as early as possible and ensure that their needs are met.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To develop a partnership with parents/carers in order to ensure that they are kept fully informed of their child's special educational needs and are encouraged to support their child's education by sharing their own knowledge, views and experience.
- To encourage pupils to express their views about their own learning and monitor their own progress.
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs.
- To promote effective partnership and involve outside agencies/external specialists when appropriate.

Roles and responsibilities:

The Governing Body

The school governors, in co-operation with the Headmaster, will determine our school's general policy and approach to provision for children with special educational needs. They will establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Headmaster

The Headmaster is responsible for the day-to-day management of all aspects of our school's work, including provision for children with learning support needs. He will work closely with the learning support team and will keep the governing body fully informed. He will encourage all members of staff to participate in appropriate training to help them meet the objectives of this policy.

The Inclusion Officer (Nursery)

Rosemary Hughes – SENCO Induction Plus training certificate, Code of practice training certificate.

The Inclusion Officer will:

- Create and maintain a Learning Support register for pupils in the nursery.
- Analyse the verbal baseline assessments for each child on entry to the school and discuss findings with the Head of Nursery, the Head of Foundation Stage, teachers and other Learning Support staff (see also "Identification, assessment and provision").
- Observe children with Learning Support needs and maintain records of their development.
- Discuss progress and educational needs with parents.
- Work 1:1 with children and set up I.E.Ps (Individual Educational Programmes) if appropriate.
- Refer a child to an outside agency/external specialist if deemed appropriate e.g. Speech & Language Therapist or contact the Area SENCO for advice (All of this is done in consultation with the parents).
- Administer and monitor additional funding from Hampshire County Council.
- Discuss individual children's needs at weekly staff meetings.
- Manage and maintain relevant specialist resources in the Nursery.
- Liaise with the following:

The Head of Nursery, The Head of Foundation Stage, The Learning Support Teacher/Administrator and The Headmaster and keep them informed regarding the progress of pupils on the learning support register in the Nursery.

The Reception Teacher and Learning Support Teacher/Administrator, prior to the child's transfer into Reception.

The Learning Support Teacher /Administrator (Reception to Year 4)

Belinda Coles - Specialist SpLD trained tutor

The Learning Support Teacher/Administrator will:

- Create and maintain a Learning Support register for Reception – Year 4 including exam concessions.
- Assess a child's learning support needs when requested by the form teacher.
- If appropriate, devise an I.E.P.
- Discuss the I.E.P with form teacher and parents. Provide copies of the I.E.P for parents, form teacher and the Headmaster. Provide copies of a child profile for all other teachers of the child. The child profile will list the child's strengths and weaknesses and recommend teaching strategies to support the child in the class setting.
- Monitor pupils' progress and maintain records.
- Encourage pupils to share their views about their own learning and monitor their own progress towards targets set.
- Adopt a flexible approach to the timing and structure of pupil support, taking into account the wishes of the child and requests from the form teacher.
- Review I.E.Ps termly with parents and encourage parental feedback/contributions.
- Recommend assessment by an external specialist if appropriate and incorporate recommendations from specialist reports into I.E.P.s
- Manage and maintain learning support resources for Reception – Year 4.
- Discuss individual children's needs at weekly staff meetings.

- Liaise with the following:

The form teacher, to discuss appropriate support in the classroom and ensure continuity of learning.

The Inclusion Officer, before pupils enter Reception.

The Form teacher of Year 5 and Dyslexia Action Tutors, before pupils enter Year 5.

The Headmaster, keeping him informed of the progress of pupils on the Learning Support register in Years R-4.

In addition the Learning Support Teacher/Administrator will:

- Create and maintain the Learning Support register for Years 5 to 8, including exam concessions.
- Contribute to the development of the school's SEN policy.
- Provide information and be a point of contact for all teaching staff regarding learning support.
- Help to organise INSET opportunities for staff.

Class Teachers

All class teachers will be aware of the contents of this policy and, in particular, of the procedures for identification and assessment described below. Class teachers will make themselves aware of the individual needs of pupils and the suggested teaching strategies detailed in any child profiles of pupils that they teach. All teachers are teachers of children with special educational needs (SEN Code of Practice) and teaching such children is, therefore, a whole school responsibility.

Form Teachers

Form teachers are responsible for passing on relevant information including IEPs and child profiles to new form teachers at the end of an academic year.

Identification, assessment and provision

In every classroom, there is a cycle of planning, teaching and assessing. Most children will learn and progress within this cycle but others will need interventions that are additional to or different from the differentiated approaches and learning arrangements normally provided for all children.

Our SEN policy is intended to provide a consistent framework for the identification and assessment of pupils with learning support needs.

Triggers for intervention may include concerns regarding any of the following;

- Difficulty developing literacy or numeracy skills, or a perceived discrepancy between a child's overall ability and his/her attainments in literacy or numeracy.
- Persistent emotional or behavioural difficulties.
- Communication and/or relationship difficulties.
- Physical or sensory difficulties.

Nursery

All children entering the Nursery are given a verbal baseline assessment and a parent interview takes place. These may help to highlight areas of concern.

- If a child is thought to have a potential Learning Support need, the Inclusion Officer will work alongside the child and observe the areas that are weaker.
- To cover the costs of a disability, additional funding may be sought from Hampshire County Council.
- If intervention is deemed necessary, the child's name will be added to the Learning Support register.
- Further assessment may be sought by an external specialist e.g. Speech and Language Therapist. The original copies of external specialist reports will be kept in a locked cabinet in the Nursery.
- The child may have 1:1 sessions with the Inclusion Officer or a specialist. An I.E.P will be created, if appropriate, which will include areas of concern, level of intervention, targets and outcome when achieved.
- Recommendations from external specialists will be incorporated into IEPs
- The Inclusion Officer and the Head of Nursery will meet with parents to discuss concerns and progress.
- If there are strong concerns about a child's progress the Inclusion Officer will organise a meeting with the Headmaster and/or the LST/Administrator

Reception – Year 4

All children entering Reception –Year 4 will be assessed by the form teacher. If a child is considered to have learning support needs which are not already being addressed, the following will take place:

- The form teacher will inform parents that an assessment with the Learning Support Teacher/Administrator is recommended.
- If parents give their consent, the child will be assessed by the Learning Support Teacher/Administrator using any of the following assessments: COPs, ASTON Index, WRAT reading, WRAT Spelling, Peabody – General Verbal Ability Indicator, Ravens – Matrices, D.E.M (visual tracking), Digit Span and Phonological Awareness Tests.
- The Learning Support Teacher/Administrator will discuss the assessment results with the form teacher.
- If intervention is deemed necessary, the Learning Support Teacher/Administrator will organise a meeting with the parents and the child's name will be added to the Learning Support register.
- If appropriate the Learning Support Teacher/Administrator will devise an I.E.P which will include areas of concern, proposed provision, targets, success criteria and teaching strategies.
- Further assessment may be sought by an external specialist e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist. The original copies of external specialist reports will be kept in the registrar's office.
- Recommendations from external specialist reports will be incorporated into I.E.Ps.
- The process of assessment will be ongoing in learning support sessions and findings will be incorporated into current I.E.Ps.
- If assessment and/or withdrawal learning support is recommended to parents but declined, the LST/Administrator will indicate this on the Learning Support register.
- If the child does not have withdrawal learning support sessions the form teacher will set targets and monitor the child's achievements, as is done for all pupils in the class.
- If there are strong concerns about a child's progress the form teacher will organise a meeting with the Headmaster and/or the LST/Administrator.

Years 5 - 8

All children entering Years 5-8 will be assessed by form teachers and or class teachers. If any teacher considers that a pupil has learning support needs which are not already being addressed, the following system will be administered:

- The teacher will raise current concerns in a staff meeting.
- If appropriate a Learning Support Identification form will be completed in the meeting, which will incorporate contributions from any teachers who teach the child.
- If intervention is deemed necessary, the form teacher will liaise with the Dyslexia Action tutor and discuss current concerns.
- If an assessment by the Dyslexia Action tutor is recommended, the form tutor will inform parents.
- If parents give their consent, the Dyslexia Action tutor will assess the child using any of the following assessments:

Woodcock Reading Mastery Tests

Single word spelling

Non-word reading

Phoneme deletion/segmentation

Phonics

- The Dyslexia Action Tutor will discuss the results with the form tutor and the Director of studies. If the child has learning support needs, the Director of studies will inform the Learning Support Teacher/Administrator of the results of DA assessment and the LST/Administrator will add the child's name to the Learning Support register for Years 5-8.
- If withdrawal DA tutor support is recommended, the form teacher will organize a meeting with the DA tutor and parents.
- If the child has individual tuition with the DA tutor, the form teacher will liaise with the DA tutor and help create a timetable for withdrawal support lessons. The DA tutor's timetable will be displayed in the staffroom and in the learning support room.
- The DA tutor will devise an I.E.P twice a year. The I.E.P will include set targets, test results and tutor comments.
- The DA tutor will provide a copy of the I.E.P for the form tutor and parents.
- The DA tutor will provide a child profile for the form tutor, which will list the child's strengths and weaknesses and recommend teaching strategies to support the child in the class setting.
- The form tutor will distribute copies of the child profile to the Director of Studies and all other teachers of the child.

- The form tutor will liaise regularly with the DA tutor and parents.
- Further assessment may be sought by an external specialist e.g. Educational Psychologist, Speech and Language Therapist, Occupational therapist. The original copies of external specialist reports will be kept in the registrar's office.
- The DA tutor will incorporate the findings and recommendations of any external specialist reports into the pupil's IEP and child profile.
- In the case of a pupil with learning needs who does not receive DA tutor support, the LST/Administrator will incorporate the findings of any external specialist reports into a child profile, drawn up in consultation with the Director of Studies.
- The LSA/Administrator will indicate on the LS register any special arrangements for examinations recommended in Educational Psychologist reports and provide a copy for the Director of Studies.
- If assessment and/or withdrawal learning support is recommended to parents but declined, the LST/Administrator will indicate this on the LS Register.
- If the child does not have withdrawal learning support the form/class teachers will set targets and monitor the child's achievements, as is done for all pupils in the class.
- If there are strong concerns about a child's progress the form teacher will organise a meeting with the Headmaster.

Levels of intervention

For pupils in all year groups the range, type and intensity of interventions will reflect the individual level of need and the progress made by each child.

Involving Parents

'Professional help can seldom be wholly effective unless it builds upon parents' capacity to be involved and unless parents consider that professionals take account of what they say and treat their views and anxieties as intrinsically important' (Code of Practice). At Boundary Oak School the views of parents/carers of pupils with SEN will be sought and valued at all stages of assessment and provision.

Involving pupils

Children with SEN often have a unique knowledge and understanding of their own needs. Whenever appropriate, from an early age, our pupils are encouraged to think

about how they learn best and to express their views about the sort of help they receive, the strategies that they find most useful and the targets set for their learning.

Inclusion

Regardless of the stage pupils have reached, our emphasis will be upon including all pupils in the full range of activities that our school has to offer.

A pupil will only be withdrawn from normal activities when:

- The child will benefit from some intensive individual work e.g. with literacy.
- Careful consideration of the child's individual needs indicates that an alternative activity would be more appropriate.
- Medical advice indicates that it is unsafe for the child to participate.

Admissions and Learning Support Handovers involving Other Schools

If a child is entering the school from another school, information is sought by the Registrar.

If a child visits for a 'Taster Day', it may be appropriate to ask a member of the Learning Support team to observe or assess the child. It may also be deemed necessary to request a further assessment by the Learning Support Teacher/Administrator (Reception - Year4), by a Dyslexia Action Tutor (Years 5 – 8), or by an external specialist prior to entry to the school. It may be decided to make a child's place at the school dependent upon the outcome of the report or on a 'review' basis. This means that the child's progress and needs will be monitored and reviewed either at the end of each term or annually.

If the Headmaster and governors decide that a child's needs are not able to be met effectively because the child needs a more specialist environment in which to learn and progress, the parents will be invited into school to meet with the Headmaster. The child's needs will be discussed and if desired, more suitable options will be presented to the parents. The needs of the child will be the primary concern in order to ensure that appropriate support is given.

When a pupil leaves us to transfer to another school, the school will forward relevant information about the child's needs, including IEPs and external reports.

Complaints

The school's complaint procedures are set out in the school Parents' Handbook. Parents are encouraged to contact form teachers or a member of the Learning Support team if they have concerns about their child's learning support provision at any stage.

What Boundary Oak School hopes to achieve

The school recognises that the relationship between the class teacher and the child is crucial, in order to establish a successful learning environment for each individual. It is important to start with what the child can do, praise and encourage and then slowly start to build on this. Learning should be positive for all children: a child will only really learn when they feel safe, secure and happy. They also need to believe that the task they have been given is achievable.

All pupils should:

- Feel themselves to be valued members of the school by staff, peers, parents and more importantly by themselves.
- have access to the whole curriculum whenever appropriate.
- Experience success and feel supported.
- Sometimes be challenged, but always in a secure environment so they feel confident enough to “have a go!”

For children with learning support needs it is essential that they believe themselves to be valued, supported and capable as this develops confidence; the more confident they feel, the more they are likely to achieve. The school motto: “The place to learn, the space to grow” supports this view and at Boundary Oak School, we strive to create a happy atmosphere and maintain a supportive approach to learning.

Appendices to this policy;

A: Sample IEP for Nursery

B: Sample IEP for Years R – 4

C: Sample IEP Review Form Years R - 4

D: Sample IEP for Years 5 – 8

E: Learning Support Identification Form

F: Child Profile Form