



# **GEMS HAMPSHIRE SCHOOL**

# **SEN POLICY**

(Revised September 2009)

## Special Educational Needs (SEN) Policy

### Introduction

This document is a statement of the aims, principles and strategies for Special Educational Needs (SEN) at the Hampshire School. It was developed through a process of consultation with the teaching staff. All policies are reviewed annually by the Principal and the Senior Leadership Team. Heads of Department review policies annually.

The Senior Leadership Team regularly monitor the implementation of the SEN policy, address staffing issues and set up appropriate INSET training. Meetings of the Education Officer (GEMS) and the School Principal are held to review the policy and oversee the implementation of the policy.

The development of SEN provision is part of the School Improvement Plan.

### Aims and Rationale

As a school, we have high expectations of both our children and staff. We are proud of our multicultural community, as we believe that it enriches our school. We believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality or age.

**We aim-** for each child to achieve their academic potential and enjoy learning. Each child's needs are supported so that they may feel happy, confident and valued.

**We aim-** to teach a broad range of subjects to a high standard.

**We aim-** to work in partnership with parents/carers to achieve the best outcomes for the child and by supporting and providing development opportunities for our staff, work together as an effective team.

### ***The 1993 Education Act defines Special Educational Needs as:***

**“A child has Special Educational Needs if s/he has a learning difficulty which calls for special educational provision to be made.”**

A child has a learning difficulty if s/he:

- a) Has a significantly greater difficulty in learning than the majority of children at that age
- or**
- b) Has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools, within the local authority concerned, for children of his/her age.

All children at The Hampshire School have an entitlement to classroom based support as set out in the Special Educational Needs Code of Practice (2002) and access to the whole range of school activities. Children requiring School Action Plus/ Early Years Action Plus can be accommodated by the school with the parents/carers funding specialist provision either in school or externally. It is integral to the school's ethos that all children experiencing special educational needs are respected, encouraged and viewed in a positive way.

**Our objectives are:** to ensure that the curriculum is tailored to the needs of each child and that it extends to meet his/her competence.

**This policy will contribute to these objectives by:**

- Identifying SEN children at an early stage in their school years and keeping parents/carers informed at every stage.
- Putting into effect a plan of action involving the parents at every stage.
- Using outside agencies and/or resources as appropriate.
- Evaluating the results of the plans regularly.
- Revising the plan of action, when/and if appropriate.

### **Principles of special education needs**

The Hampshire School operates a selective admissions policy. Each case is considered on its merits. There are currently no children with a statement of Special Educational Needs. Children with a statement of Special Educational needs would have their educational needs met as outlined by the statement. Children with a physical disability would be supported as outlined by the statement. The school complies with the Special Educational Needs and Disability Act (SENDA) 2001 and the Disability Discrimination Act (DDA) 1995. Wheelchair access is currently not available in the Early Years Section but is available to all floors except the top floor of the main school. The school would meet the needs of a wheelchair user by readjusting room availability.

Before a child joins the school, as much information as possible is obtained from previous schools/nurseries. Often parents will submit an Educational Psychologist or specialist report along with the application. The initial interview will often be conducted before this information is available, but the child will usually make a second visit to the school when all the information has been gathered and discussed. This will enable the child to undergo an informal assessment with the SENCO, along with a period of time in the classroom. At the end of that time it is usually possible to assess the amount of extra provision that will be required for the child in order to meet his/her special needs. All children are regularly reviewed and the allocation of extra provision can be adjusted according to performance in school.

All help given to children with SEN is directed towards helping them gain greater access to the curriculum. This is achieved through extensive use of all forms of differentiation, modification and where appropriate disapplication of parts of the curriculum if necessary.

Every effort is made to integrate children with SEN into all of the school activities.

The following steps are followed when a child is thought to have SEN:

- The class teacher must alert the Head of Section when a child is noted to be experiencing learning, behaviour difficulties or speech and language difficulties in the classroom. The class teacher completes a 'Cause for Concern' form and attaches samples of work as appropriate. The Head of Section records notes of the meeting with the class teacher.
- The Head of Section discusses the notes and 'Cause for Concern' form with the Principal. The SENCO and Principal discuss the child's details in their weekly meeting. The Principal, Head of Section and SENCO arrange to meet if necessary. The Head of Section reports back to

the Principal on a daily basis.

- When appropriate the SENCO reviews past reports, test papers and class-work and will undertake classroom observations. If concerns are corroborated the SENCO may assess the child concerned. The SENCO produces a report, which may recommend ongoing observation of the child's concerns raised, provide suggestions for classroom-based intervention or with the agreement of the parents place the child on the SEN Register.
- Parents/carers are invited to visit the school to meet with the Head of Section, class teacher (when appropriate), Principal and SENCO to discuss concerns raised and to overview the support planned. The parent/carer's views are discussed and recorded by the Head of Section. The SENCO may recommend that an appointment is booked with Educational Psychologist/Speech and Language therapist or other professional (where applicable).
- The Head of Section will ensure that a letter is sent to the parents, with copies to the Principal and SENCO as a follow up to the meeting outlining any recommendations made. A copy of this letter will be held on the child's confidential file.
- The child (where appropriate), class teacher, Head of Section and SENCO meet to discuss what might be appropriate to introduce as classroom support (School Action and Early Years School Action) and the provision is put in place. The class teacher advises the classroom assistants of measures that they can help to implement to support the child. The class teacher keeps notes/records of support given and oversees notes kept by classroom assistants.
- The Head of Section discusses the provision for the child with staff in a section meeting, so that all members of staff are aware of the concerns raised. Relevant feedback from the class teacher and other staff is noted by Head of Section. The Head of Section in turn feeds the information back to the Principal. This information is discussed with the SENCO at their weekly meeting.
- If the school is providing SEN support (School Action or Early Years School Action) then the child's name is added to the SEN register only after the parents are aware that the school have concerns about the learning needs of that child.
- Every term (more frequently if necessary) the SENCO formally reviews and revises the IEP. IEP reviews and the new IEP are sent to the parents with the end of term reports. A covering letter invites parents to suggest additional targets or discuss any changes or concerns with the SENCO.

### **Strategies for Teaching and Learning of Special Education Needs**

The school is able to provide for children with a wide range of Special Educational Needs through a withdrawal procedure and through classroom differentiation. Learning support assistants are available to work with individuals and small groups of children in the class. Learning support teachers may work with individuals or small groups in small teaching rooms. The SENCO or other external specialist works with individuals or small groups of children on the SEN Register either in small teaching rooms or occasionally in the classroom.

Children who are placed on the SEN Needs Register have an Individual Education Plan (IEP) set up. This will list a number of targets that the child needs to attain, and the method and resources that will be used to achieve the target. This will be delivered by the SENCO or learning support teachers, and reviewed frequently to monitor progress.

### **Strategies for Ensuring Progress and Continuity**

If the child is to move to School Action Plus (or Early Years Action Plus), the SENCO will enter the child's details on the Special Educational Needs Register. In the event that the SENCO is providing the withdrawal provision, they will create an Individual Education Plan for the child, utilising information from the parent notes, the child notes and information gained from the class/subject teacher/s. The Speech and Language therapists are responsible for writing their own Speech and Language Therapy plans and reviews. The Speech and language therapists feed back information and reports directly to the parents who pay privately for the provision.

A copy of the IEP is sent to the parents along with a covering letter. The plan is discussed with the child (if appropriate), so that all parties are aware of the targets set and how the child can be best supported both in class and at home. The class teacher and Head of Section hold copies of the IEP. Additional copies of the IEPs are available for other staff held in the staffrooms at number 9 and 63. Where possible the SENCO monitors the targets and records details of the outcomes in the tutorial classes with the child. The outcomes of the IEPs are discussed in the meetings with the Principal, SENCO and other staff (as appropriate).

When members of staff create Individual Behaviour Plans (IBP) in conjunction with the SENCO/Head of Section, a copy of the outcomes target chart is sent to the child's home by the Head of Section on a weekly basis, in order to enable the whole family to reinforce the requirements of IBP and review progress made.

IEPs are reviewed termly. Parents are invited to discuss any changes with the SENCO at any time. At Parent's Evening (where the SENCO will have liaised with the relevant members of staff and the child prior to the meeting) the parents will have the opportunity to discuss their views of the IEP with the SENCO. A new or adjusted IEP may be devised as the outcome of this meeting. The outcomes of these meetings are discussed with the Head of Section and the Principal.

At the end of the year the SENCO will review all the children on the SEN register. The SENCO will discuss with the Principal, Head of Section any changes needed in provision. If changes are agreed parents will be invited to discuss the changes recommended. Children's progress is an ongoing process and this review may take place at any point.

## Strategies for Assessment

Assessment is the process which involves gathering information about what children know, understand and can do, and using that information to promote learning.

### Aims of Assessment

We want information from assessment to:

Inform and support planning. Help plan for differentiation.

- Build profiles for reporting to parents, teachers, governors and outside agencies.
- Help identify pupils' strengths and weaknesses.
- Improve and evaluate teaching and learning and so raise standards.
- Provide evidence of achievements.
- Plan for progression and development.

Children will be undergoing informal assessments on a daily basis through:

- Structured and informal observations.
- Discussions, questioning and listening which takes place during normal classroom activities which are either formal or informal.
- Examples of pupil's work in written or picture form, social interaction, photographs etc

Records of daily progress are kept for each child. These as well as any assessments are used to inform progress of the targets on the IEP.

The school reports to parents through parental interviews and end of term reports. Parents of children with SEN may require additional meetings, and the SENCO is available for any additional meetings. In addition to the reports at the end of term parents receive a copy of the reviewed IEP and the new IEP with appropriate new targets. Parents are invited to meet with the SENCO if there are any concerns.

### SEN Formal Assessment Procedures

#### **Early Years**

At any time a parent or teacher may register a concern and after consultation with relevant staff members the SENCO may then carry out individual informal assessments

- PIPS for all reception class- if any concerns are raised these will be discussed with SENCO and may be referred for further support.
- In the winter term staff in reception will suggest children who may need additional support with their phonic acquisition. These children will be grouped for further support in the spring term.
- In the first week of May children in reception who continue to have difficulties will be assessed in preparation for transfer to Year 1.

#### **Pre-prep section**

- In September, all children in Year 1 take NFER (English and Mathematics) testing and children in Years 2-3 take NFER (Reading, Spelling, English and Mathematics) testing. Results are analysed and concerns are investigated further.
- At any time a parent or teacher may register a concern and after consultation with relevant staff members the SENCO may then carry out individual informal assessments

- **Children with a record of concern are assessed by the SENCO using a range of standardised test including; Neale's Reading Analysis, Helen Arkell spelling test, Phonological Ability Battery Test (PhAB), British Picture Vocabulary Scale, Digit Span Memory test**
- Children on the Special Needs Register will have a reading and spelling test at 6 monthly intervals to assess their progress. This information is used to inform planning and is reported back to parents.

### **Prep section**

- In September, all children in Years 4-8 take CATS (Verbal, Quantitative and Non-Verbal) and NFER (Reading, Spelling, English and Mathematics) testing. Results are analysed and concerns are investigated further.
- At any time a parent or teacher may register a concern and after consultation with relevant staff members the SENCO may then carry out individual informal assessments
- **Children with a record of concern are assessed by the SENCO using a range of standardised test including; Neale's Reading Analysis, Helen Arkell spelling test, Phonological Ability Battery Test (PhAB), British Picture Vocabulary Scale, Digit Span Memory test**
- Children on the Special Needs Register will have a reading and spelling test at 6 monthly intervals to assess their progress. This information is used to inform planning and is reported back to parents.

### **Outside Agencies**

- As a result of assessments undertaken by the SENCO, children may be referred on to outside agencies including Educational Psychologists or Speech Therapists for further evaluation.

### **Strategies for Marking**

Marking of work aims to help children learn, not to find fault, and comments aim to be positive and constructive.

- Presentation should be marked in accordance with the school policy.
- Other aspects of written work will be marked in accordance with the child's age and ability
- There has to be flexibility in the percentage of errors highlighted according to the child's age and ability
- In most cases marking will take place in the presence of the child so that they can receive immediate feedback
- Any corrections of written work should be done immediately as part of the teaching process.

### **Use of Resources**

The SEN department is resourced with a wide range of specialist materials including; a 'wedge' for writing, computer software, visual and auditory processing materials, language support packs, visual discrimination boards, specialist dyslexia and dyspraxia skills resources, practical mathematics materials and a broad range of reading texts.

The Hampshire School has a well-developed 'In-Service' training provision with the aim of keeping all school staff up to date with current developments in the field of SEN in light of the

Code of Practice (2002). Recent 'In-Service' training has focused around the following key areas:

- The identification and management of children with SpLD (dyslexia)
- Behaviour management strategies and teaching techniques for children with attention-type difficulties.
- An update on the Code of Practice (2002)
- Differentiation – A Whole School Approach
- An overview of the CoPS Baseline testing
- Individual Education Plans/ Individual Behaviour Plans
- A whole school review of the 'working model' of SEN provision within the school

The training is ongoing and will aim to be reflective of any changing needs.

Use is made of a wide range of external teaching/lectures/workshop programmes to facilitate professional development for the SENCO.

### **Use of ICT**

ICT is a resource which is valued and used across the whole school and curriculum. The SEN coaching rooms have a computer which is networked and has filtered internet access. Children who have SEN lessons in the coaching room may use the computer for writing stories or essays, or they may use one of the specialist computer programs available e.g. Wordshark or Numbershark as indicated in their IEP.

### **Health and Safety**

The school has a Health and Safety Policy which is regularly reviewed and health and safety issues are the responsibility of all who work in the school. Problems should be reported to the Health and Safety Officer via a Head of Section.

### **SEN/ EAL and More Able Children**

The Heads of the SEN, EAL and More Able Children Departments, collaborate when the needs of the children overlap.

### **Planning**

Planning is a process in which all teachers are involved.

The SENCO's planning is presented in the form of the IEPs. These are often written with the collaboration of teachers and parents. The IEPs are approved by the Senior Leadership Team.

### **Differentiation**

The SENCO is available to support all staff in planning the differentiation for children with SEN.

### **What arrangements are in place concerning complaints from parents/carers of children with SEN?**

Complaints from parents/carers should be addressed in the first instance to the Principal. The Principal will investigate the complaint and take appropriate action. If the complaint is not

resolved, the matter will be referred to the Education Officer (GEMS).

### External Links

Parents/carers are involved in all stages of the SEN process. Their views are listened to and respected. Appropriate support and guidance will be offered if it is necessary to refer the child to any external specialists or agencies.

The school is in contact with Local Education Authorities and has close links with the Tavistock Clinic (child therapy) and with The London Children's Practice (speech and language therapy). The school has well-established links with a variety of Educational and Clinical Psychologists. The SEN department has a directory of voluntary organisations, which work on behalf of children with SEN, and this information is available on request from the school.

In the event that a Special Educational Needs child is transferring to a new school, the SENCO liaises (when appropriate) with the new school SENCO and forwards any details required in relation to the provision that the child has received at the Hampshire School.

### Roles and Responsibilities

#### ***Who is responsible for co-ordinating the day-to-day provision?***

Principal:

Arthur Bray

Heads of Section:

Mary Anne-Malloy

Rachel Sutherns

Jackie Scotney

Special Educational Needs Co-ordinator (SENCO): Sofia Graves