



PRINCE'S MEAD SCHOOL

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# SPECIAL EDUCATIONAL NEEDS





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## 1 - SPECIAL EDUCATIONAL NEEDS

### Policy Summary

This document is a statement of the aims, principals and strategies for teaching and learning at Prince's Mead school.

This policy is reviewed annually by the Governors.

Our school is committed to providing access for pupils, including those in Early Years Foundation Stage to the broad and balanced Curriculum to which they are entitled, including the provisions of the National Curriculum. We aim to provide every possible opportunity to develop each individual child's full potential.

Children with Additional Needs, including Special Educational Needs and Disabilities, must be valued as individuals and should be encouraged to integrate with their peers both socially and academically. They should have access to the whole school curriculum with consideration given to maintaining and enhancing their self esteem at all times.

It is recognized that some pupils during their school career may at times require a more specialised programme than the majority of children of the same age, in part of their school work. We place a very high priority on the need to provide the best possible education for such children, and no less than for children who display no learning difficulties or other problems.

The purpose of this policy is:

- To ensure that all pupils with SEN and/or disabilities are identified and supported in the school.
- To ensure that there is support for teachers to meet the learning needs of all pupils.
- To ensure that appropriate resources are available for pupils with temporary or long-term additional or special needs.

Compiled by:

Mrs. S. Gritti, Head of Learning Support

Miss P. Kirk, Headmistress



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## 1 - GENERAL INFORMATION

### A Definition of SEN - Levels of Need

According to the Special Educational Needs and Disability Code of Practice, 0-25 2014 (SEND 2014):

“A child has special educational needs if he or she has a learning difficulty which calls for special education provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught”.

Following the Equality Act and the new Code of Practice, 0-25 years, for SEND (July 2014) the levels of need categorised as School Action and School Action Plus have been discarded and replaced with a single, school based category of ‘Additional Support’. This will be categorised by children with SEN and those with a relative, minor difficulty. The SEN group will comprise those with a ‘Learning Disability’ and those with a ‘Learning Difficulty’. Collectively, this group will be referred to as SEND (The Education Act (1996), SEND CoP (2014), Equality Act (2010).

Pupils with a relative difficulty will also be included in this school’s policy in order to ensure their needs are met.

Statements for SEN for children and young people with more complex/severe needs will be replaced by an ‘Education, Health and Care Plan’ (EHC).

### The school in Context

We are an independent day school catering for children from the ages of three to eleven. We specialise in preparing children for Common Entrance at 11+ and for other school entrance examinations. As such, we are a school that maintains a strong academic tradition and would not be suitable for children who are significantly below average ability.



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## Admission Arrangements

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- the provision of efficient education for the children with whom he/she will be educated;
- the efficient use of resources.

Children entering our school will normally spend a day in the classroom with their year group and be assessed by the class teacher or subject teachers. Should any child already have identified SEN then parents are expected to bring any relevant reports to the admission interview. This child will then be assessed by our Head of Learning Support.

Any child who, at the admission interview, appears to have SEN, may be referred for further assessments so that the school is able to provide the appropriate intervention on arrival.

## Policy Objective

- To apply a whole school policy to meeting each child's individual needs following the guidelines of SEND 2014 CoP 0-24 Years.
- To identify, at the earliest opportunity, any child who may have SEND and ensure all staff are aware in order to provide appropriate levels of intervention to match individual needs.
- To ensure that no child is discriminated against, in any area of life, on the basis of his/her disability and ensure pastoral care and support is in place for all children so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that children's records include information relating to their individual needs, interventions and outcomes.
- To conduct regular reviews of the children's progress.
- To work in partnership with the children's parents at all stages.
- To include the children themselves in decision making about the type of intervention and the targets to be included in an individual education plan.
- To endeavour to ensure that each child with SEND progresses to a suitable secondary school where his/her current needs will be communicated and will be met.
- To provide a regular INSET programme both for the SEN Staff and the mainstream teaching staff so that children's needs can be met in the mainstream classroom.



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## The Governing Body

The governing body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, is adequate and secure.

## Special Needs Co-coordinator (Head of Learning Support)

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headmistress, the Head of Learning Support and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The Special Needs Co-coordinator is Mrs. Susan Gritti and is responsible for the co-ordination of provision.

## SEN Staff

Currently the school's support team comprises of the following personnel:-

Mrs. S. Gritti	Head of Learning Support
Mrs. Y. Barlow	Head of Early Years
Mrs. S. Boyden	Part time Specialist teacher
Mrs. A. Toyne- Sewell	Specialist Learning Support Assistant

## Roles and Responsibilities

The Head of Learning Support's responsibilities are:

- overseeing the day-to-day operation of the school's SEND policy
- co-coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- co-coordinating the work of learning support assistants
- maintenance of pupil records, Individual Education Plans (IEPs) for all SEND and pupils accessing Learning Support
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.



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Further responsibilities and procedures regarding identification, the writing and monitoring of Pupil Profiles and record keeping are detailed in Section 2 of this policy.

### **SEN Team Responsibilities**

- Screen and record literacy skills and review numeracy skills, in liaison with the Maths Department on a regular basis.
- Help classroom teachers to identify and make provision for children with SEN from Reception through to Year 6.
- Help classroom teachers to provide appropriate intervention and differentiation to groups or individuals, in response to specific needs identified.
- Plan and implement interventions following the advice of outside agencies.
- Provide information on all children with Additional Needs and SEND to all members of staff and ensure these are readily accessible
- Liaise with parents at all stages and involve them in decision making.
- Seek and respond to the views of the children themselves at all stages.
- Ensure that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures.

### **Teaching Staff Responsibilities:**

All staff have a responsibility to ensure that each pupil is given every opportunity to fulfill their potential within the normal classroom situation.

All staff are expected to be aware of the learning support needs of all the pupils they teach, and to ensure that the needs of each pupil are addressed during classes and in the homework set.

It is the responsibility of the Head of Department to ensure that Schemes of Work and associated resources appropriate to a range of aptitude, ability, and learning styles are available for class teachers to use within each Programme of Study. To this end every subject/department should have a considered policy of differentiation, the responsibility for the development of, and review of which, lies with the Headmistress/Director of Studies/Head of Department.

The challenge to staff is to recognise when a greater degree of intervention is appropriate to enable pupils to effectively progress in their learning.





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## Special Facilities/Units

There are no special facilities at the school for pupils who are physically disabled, nor any special units. However, the school is committed to the integration of pupils with a wide range of needs, and their involvement in the whole life of the school, in line with our Equal Opportunities Policy.

## Curriculum Access

The Head of Learning Support and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil and barriers to achievement removed.

For all SEND and pupils accessing Learning Support IEPs are designed and reviewed by the Head of Learning Support, class teacher and support staff together.

Arrangements for withdrawal support are monitored by the class teacher and Head of Learning Support to ensure that the child's access to the wider curriculum is not unduly affected.

When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum. Their individual preferences and strengths are taken into account in addition to the advice of the staff member and parental requests. Children may be withdrawn from a range of subjects on a termly rotational basis.

## Early Years Foundation Stage (EYFS)

We do not currently have any pupils in the EYFS who are funded by the LA.



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## 2 - IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN

### Whole School Planning, Monitoring and Review

Special needs provision is planned, monitored and reviewed by the Head of Learning Support and team. Support teachers and class teachers, the School Nurse and other professionals may join this team when practicable and/or necessary.

When planning provision the aim will be to remove or reduce potential barriers to accessing the physical environment, the curriculum and provision of information. Reasonable adjustments will accordingly be made to ensure equal opportunities to SEND pupils with the school environment.

### Assessment

The assessment and monitoring of children with SEND as well as the provision of support, evaluation and record keeping will be guided by the SEND CoP 0-25 years July 2014. Parents should be kept informed at every stage and the views of the child should be sought where possible.

The school's assessment procedures provide information that is used to identify pupils with SEN. Once a child's rate of progress has been identified as being a concern, despite having appropriate learning experiences, differentiated learning opportunities should be provided. Regular and frequent monitoring of the child's progress by the class teacher will show whether the provision is being effective.

Different opportunities or alternative approaches to learning may be indicated if progress is still inadequate. After the gathering of information from the school setting, home, and the child, and any further assessment considered advisable, targets and strategies can be drawn up by the Head of Learning Support, in liaison with the class teacher, the parents and the child. In the event that this level of intervention does not enable the child to make satisfactory progress, the Head of Learning Support may need to seek advice and support from external agencies.

A child's needs may become apparent through:

- admission procedures
- teaching within the classroom
- screening procedures (Foundation Stage Profile; reading and spelling tests; Senior School test papers.
- inconsistencies in Foundation Stage Profile and current attainment.
- through expression of parental concerns;
- further specialist assessments undertaken by the SEN team.



Support will reflect the gradient of Individual Needs and will be categorised as SEND (Learning Difficulty or Learning Disability) and Minor/Relative difficulty. These pupils may receive Additional Support in-class or combined with 1:1 withdrawal. This will be detailed in the IEPs as phase 1 for in-class support, phase 2 for 1:1 support plus in-class support. Should a child have an EHP this will be signed as phase 3.

Pupils attending Learning Support for 1:1 teaching are assessed annually using standardised, diagnostic tests with on-going monitoring of progress.

<b>SCHOOL ASSESSMENT TIMETABLE</b>		
<b>Date</b>	<b>Year Groups</b>	<b>Assessment</b>
October	Years 1 - 6	NFER New Group Reading Test 3
	Year 6	NFER Verbal and Non-verbal Reasoning Tests
May	Year 1 - 2	NFER Progress in English Progress in Maths
	Years 3 - 6	NFER CAT (verbal, non-verbal and quantitative)
June	Years 1 - 6	GL Assessment Single Word Spelling Test (SWST)
Half-termly Teacher Assessments	Reception - Year 6	Maths Science
Autumn and Summer Term	Reception - Year 6	English Writing Assessment



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## Resources and Individual Support Programmes

Funding for SEN provision is made by direct parental contribution and from the school's general capitation. If teachers raise a cause for concern, the Head of Learning Support observes the pupil in class. If a referral for one to one learning support intervention is required a meeting is called with the parents and the necessary paperwork completed. In some cases, a Learning Support Assistant will be timetabled to assist within the classroom. A parental contribution is charged for one to one support however support from an LSA within the class is part of the provision offered by the school. It has to be noted that there is limited availability of LSA's.

In addition to the use of classroom strategies, different teaching materials and methods, the following support programmes are used as appropriate:

### Literacy Programmes:

- Multi sensory Learning Structured Programme
- Alpha-Omega
- Nessy - literacy
- Toe-By-Toe - Cowling and Cowling
- Mind mapping - T. Buzan (comprehension and planning),
- Ruth Miskin - catch up reading
- Lifeboat

### Phonological Awareness Teaching:

Sound Linkage - Hatcher

### Computer Software for interactive whiteboard and touch screen:

- Nessy - maths (recommended to parents)
- Nessy fingers -Touch Typing
- Nessy Reading
- Education City
- Nessy - literacy
- Nessy - phonics
- Inspiration9 Mind-mapping Software

Those with difficulties in numeracy are currently taught within the classroom in small groups with a greater emphasis on the basic skills and use of concrete materials. Some



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children requiring extra support are given opportunities for consolidation in small groups supported by the learning support assistant within the classroom. Resources: Power of 2; Plus 1 and Power of 2 recommended to parents.

### **Test and 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 exams. Occasionally children with SEN find the examination process to be very stressful. In these situations, children may, for example, sit their exams with a member of the SEN team so that they can have questions read to them or check their understanding of a question. In public exams the official guidelines are followed. Future schools are contacted to discuss the necessary use of extra time for Common Entrance (these guidelines are in the process of changing). Where necessary, exam papers can be magnified to facilitate reading; the use of highlighters is encouraged to pick out key information.

### **Graduated Response to Learning Difficulties**

The key test of the need for action is evidence that current rates of progress for a pupil is below expectations for that child; there should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect each individual to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Where a pupil is identified as having SEN, the school will take reasonable steps to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach; assess/plan/do/review and starts with the class teacher using differentiation strategies to meet individual needs. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.



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## Concerns and Referral of Pupils

The class teacher, another member of staff, parent, or an outside agency may express concern about the child.

### Procedure

The Head of Learning Support is informed of concerns through a written referral form with parental consent. If the information comes from someone other than the class teacher, the class teacher must be made aware of this.

### Response Form

On completion of assessment by the Head of Learning Support the class teacher, Headmistress and Deputy Head are informed of assessment findings by a written response form. Parents are contacted for an appointment for discussion. Recommendations are made to parents for example; outside agency involvement, in-class support (phase 1 IEP), 1:1 Learning Support (phase 2 IEP).

### Record-Keeping

It is the class teacher's responsibility to meet the child's needs through differentiation. Advice may be sought from the Head of Learning Support and from Heads of Department as appropriate.

For a child with behaviour problems a record of incidents must be kept on an on-going basis.

IEPs will be established and maintained for all children who are receiving support that is additional to, and different from, that which their peers receive. It is a written plan that is used to support the individual needs of pupils who require targeted support in order to access the curriculum, or aspects of this. It is in two formats; the first for pupils who only receive additional support in class and the second for pupils who also attend 1:1 Learning Support lessons, as well as in-class support. Both IEPs will inform the teacher, and others working with the child, of specific targets relevant to them and how these will be reached.

The IEP is a working document which is reviewed regularly based on the on-going needs of the pupils concerned. Formal updates are issued twice a year, in the Autumn and Spring Terms, when parents will receive a copy.



## Support

If the SEN team agrees that a pupil should move to in-class support (Phase 1 IEP), he/she will normally be included in a support group within the classroom. This will be done at the earliest opportunity, depending on the size and appropriateness of existing groups. In a minority of cases, usually those involving pupils with behaviour difficulties, in-class support or one-to-one withdrawal support may be offered.

The class teacher should continue with differentiated strategies, adapting these, in consultation with the support teacher, so that together they try to meet the child's needs. They should try to ensure that withdrawal from the classroom does not interfere with the child's access to the whole curriculum. Parents/guardians will be informed about Phase 1 support through the IEP.

If significant progress is made the class and support teacher may decide that the child should revert to differentiation. The SEN team and parents/guardians will be informed.

If, after at least two phase 1 IEP reviews, there is still cause for concern, the class teacher and support teacher may decide to refer for 1:1 Learning Support intervention. This will be discussed with the SEN team, who will prioritise referrals. Further referral to outside agencies may be considered.

## Referral for an Education Health Care Needs Assessment (EHC)

There are currently no children attending the school with a Statement of Special Educational Needs that requires being transferred to an EHC Plan, or with an EHC Plan.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7 SEND CoP 0-25 years 2014). However some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

9.2 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations



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- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Relevant legislation: Section 36 of the Children and Families Act 2014

9.8 The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

### **3 - STAFFING AND PARTNERSHIPS WITH OUTSIDE AGENCIES**

#### **Training**

All staff attend regular conferences and training days on their own specialism. There are also regular INSET days held at school on topics of general concern. Special Needs is included in this general programme. The Head of Learning Support contributes to these sessions as appropriate and advises staff towards appropriate training courses in SEN provided by outside agencies.

#### **Outside agencies**

The school maintains a list of outside agencies to whom the parents may take their children for assessment.

Good relationships have been established with a number of outside agencies.

#### **Transition**

The school recognises the importance of close contact with other schools and nurseries as SEND pupils move between the stages of education or move home.

#### **Parents**

Parents have a vital role in the identification of and support for SEN pupils. Every effort is made to work in partnership with parents at every stage.





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## Behaviour and SEN

Pupils with behavioral difficulties are included as having special education needs even if they do not have learning, or physical or sensory difficulties.

## Complaints

Complaints about SEND provision will normally be directed in the first instance to the class teacher, who should refer them to the Head of Learning Support. If not resolved, complaints can be referred to the Headmistress or, in extreme cases, to the Governors.

## Developments

Following training by a Chartered Physiotherapist and a Pediatric Occupational Therapist a lunch time club was set up for Key Stage 1 & 2 pupils to work on postural requirements and motor components required for handwriting. (The club was named 'Kids Pilates'.) A specialist trained Pilates teacher now comes into school to work with Head of Learning Support to run this activity.

Programmes based on visual and fine motor requirements for handwriting, were also set up separately for Key Stage 1 and Key Stage 2, for use in the classroom by teachers. The programme is set up for individual pupils by the head of Learning Support and the Learning Support Assistant. The Learning Support Assistant trains the new Teaching Assistants to work with children on the programme.

Following training on a Ruth Miskin literacy programme a Learning Support Teacher, supported by Head of Learning Support, continues to work on a 'catch up reading programme' for children in Year 1.

In response to support from the NHS speech therapist programmes have been set up for individual children in reception using Blacksheep narrative programme to develop speech and language in key stage 1. The Learning Support Assistant has trained to work on this programme with individual pupils or in groups of two.



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## 4 - QUALITY OF PROVISION

In order to ensure the quality of provision for SEND pupils is maintained it is recognised that the following will be necessary:

- Ongoing evaluation of SEND resources and programmes used to support pupils
- Ongoing evaluation of effective use of support staff within the curriculum
- Ongoing monitoring of facilities and agencies available
- Attendance at National and Regional conferences and meetings in order to ensure up-to-date knowledge regarding the SEND agenda and other pertinent matters
- Maintain a high level of liaison and coordination between Learning Support and teaching staff in all subject areas to encourage building profiles of pupils to enable easier referral and positive intervention
- Ensure availability of Specialist teachers for meeting Parents and teachers

N.B. Full training with regards to the Government's new SEND agenda is ongoing and relevant implications noted and acted upon.