



## **SPECIAL EDUCATIONAL NEEDS POLICY**

St Piran's is a family school which values each child as an individual. It is committed to provide the best opportunities for all children so they can develop their potential to the full.

### **Definition of Special Educational Needs**

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children are deemed to have a *learning difficulty* if they

- have significantly greater difficulty in learning than the majority of pupils of their age.
- have a disability which either prevents or hinders them from making use of the educational facilities provided for other children of their age.

A person has a disability ... if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1) Disability Discrimination Act 1995

### **SEN Policy – Principles, Aims and General Information**

#### **Principles**

Our commitment is based on the following principles:

- All children are special, unique and have individual needs.
- All children are equally valued within the school and have the right to express their views.
- All children have a common entitlement to a broad, balanced and relevant curriculum.

- Children with special educational needs occur in every classroom and thus every teacher is a teacher of children with SEN.
- Parents are valued as partners.

## **Aims**

The school policy aims to:

- Promote equal opportunities for all children whatever their gender, background, race or abilities.
- Ensure the early identification and assessment of children with additional needs.
- Make appropriate educational provision for children with SEN including access to a broad, balanced and differentiated curriculum (including National Curriculum, and Common Entrance where applicable.)
- Put in place programmes of work (for classes, groups or individuals) that enable all children to make progress.
- Provide appropriate support within the framework of the school to develop core skills for children who experience difficulties to enable them to access the curriculum.
- Ensure regular monitoring of the progress of children with additional needs in order that they benefit as fully as possible from their education.
- Provide a supportive environment where children can develop a positive self image and increased self confidence and become responsible, co-operative and independent learners.
- Provide a framework of support and effective lines of communication between learning support staff and class teachers in order to enable all staff to respond appropriately to the needs of pupils.
- Foster an on-going partnership with parents.

## **Responsibility**

Provision for children with SEN is a matter for the school as a whole. In addition to the governing body, the Headmaster, the SENCO and other members of staff have important day-to-day responsibilities.

## **Teachers**

All teachers have responsibility for the pupils with SEN whom they teach. Therefore, they are charged with:

- Awareness and knowledge of the school's SEN policy
- Familiarity with the Learning Support Register
- Responsibility to follow guidelines, advice and strategies for individual pupils from the SENCo and other professionals, as laid out in the register
- Identifying children causing concern, collecting evidence and liaising with SENCo
- Liaising with parents

- Planning differentiation (in long and short-term planning) to ensure the right of all children to access the curriculum
- Being involved in developing, delivering and reviewing IEPs, where applicable
- Responsibility for the development of their own skills in working with SEN children via INSET and courses.

### **Identification, Assessment and Provision**

The following needs may be identified:

- Cognition and Learning Difficulties
- Behavioural, Emotional and Social Difficulties
- Communication and Interaction Difficulties
- Sensory and Physical Difficulties

### **Response to Learning Difficulties**

There are three stages of identification of SEN: School Action, School Action Plus and Statutory Assessment.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be the assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child 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 for how far their learning needs are being met is whether they are making *adequate progress*.

*Adequate progress* can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

### **IEPS (Individual Education Plans)**

The majority of SEN children will not need an IEP as their needs will be met in the classroom through differentiation and their progress will be monitored in the same way as that of their peers. In the core subjects class teachers will set individual targets in collaboration with the child, as part of the school's target setting policy.

Where SEN children receive individual support the support teacher will write, follow and review an individual Programme of Work each term. Weekly objectives will be shared with the child in each lesson.

In the Middle and Lower Schools some children at School Action and School Action Plus will have an IEP, if it is deemed necessary and beneficial.

The IEP will record that which is additional to or different from the differentiated curriculum plan, which is in place as a provision for all children. The IEP will focus on three or four individual targets relating to any of the key areas of communication, literacy, numeracy and behaviour and social skills. Information will include the strategies to be used, the provision to be made, success criteria and outcomes. IEPs will be devised jointly by the SENCo and relevant teachers and will be shared with parents at Parents' Evenings. The child will be consulted if appropriate.

### **Learning Support Register**

The school keeps an electronic register of all children who are receiving additional support or who have needs different from those of the group; i.e children at the School Action and School Action Plus stages.

Information includes:

- an outline of the child's special educational needs
- suggested strategies for meeting the child's needs in and out of the classroom
- advice from outside professionals
- a record of any additional support offered to the child
- exam concessions for which the child is eligible
- the latest NFER test scores in literacy and numeracy.

The whole register is up-dated annually and additional or new information is added as it becomes available throughout the year. Teachers are informed that new information is available verbally in briefing and/or staff meetings and via notices on the staffroom notice board. The register can be found on the school network in the staff domain under the title 'LSR.' Each teacher receives a list of the children on the register at the start of each term. It is the responsibility of all staff to ensure that they access the information in the register to inform their teaching.

Children are included in the register upon the consent of their parents. Their names may remain on the register for one year after support has been discontinued to ensure their progress continues to be closely monitored in light of their earlier difficulties. Parents are informed when their child is deleted from the register.

### **Additional Literacy and Numeracy Support**

Following the identification of children with literacy or numeracy difficulties the Learning Support teachers liaise with other teachers to discuss each individual child and their performance in class. Together a decision is made regarding additional support. Parents are usually consulted first by form teachers as they have more

frequent contact. If they are interested in additional support for their child the SENCO contacts parents to discuss and confirm arrangements.

In each instance, before support begins, a consent letter is sent home which outlines the type of support in which a child will be involved and the termly fees.

Support is offered either in individual sessions, small groups or by the form teacher within the classroom, dependant on the availability of space, the age of the child and the nature of the difficulties.

For children in Years 1 and 2 Booster groups are held twice weekly in literacy and numeracy for groups of up to 6 children.

In the case of individual or small group support children are withdrawn from class usually once or twice a week to work on their own programme. Where a learning difficulty is severe a child may receive three lessons of support for up to a year in order to speed up progress.

Children in the Upper School attend individual support lessons during Assembly times or at lunch times whenever possible, to avoid missing other lessons. Every effort is made to minimize the loss of time from any one subject.

### **Assessing and Reporting**

Learning Support teachers are always available to discuss children's progress and their programmes of work with parents. Appointments can be made through the school office or directly with the teachers.

Two Parents' Evenings are held each year, one in the Christmas Term and one in the Summer Term.

A written report is included with the children's school reports twice a year.

Assessment of individual progress occurs on a weekly basis as children attend Learning Support lessons. Teachers keep checklists and test / check previous learning before moving on to the next objective. Close records are kept of each individual's achievements and children are moved systematically up through stages of learning.

Standardised assessment tests are carried out twice yearly in reading and spelling and results are shared with parents at Learning Support Parents' Evenings.

In November Vernon Spelling and Single Word Reading tests are carried out. The results can be compared with those of the previous year to give an indication of progress.

In June NFER spelling, reading and numeracy tests are carried out (as part of the whole school testing.) Once again, a comparison with the previous year's results provides evidence of a child's progress.

## **Examination Concessions**

In the Upper School formal examinations in all school subjects are conducted twice each year. Children with SEN may be eligible for concessions in these exams. Identified children are tested following the QCA guidelines for the testing for special considerations for SATS and GCSE exams. Based on the results of this testing the following exam concessions may be available: Additional time

Reader  
Scribe  
Use of laptop  
Transcript  
Bi-lingual dictionary

If following assessment, exam concessions are awarded, they will be valid for 2 years from the date of testing. The testing schedule is as follows:

Year 4 – end of Summer Term (in preparation for exams in Years 5 and 6.)

Year 6 – end of Summer Term (in preparation for exams in Years 7 and 8, including Common Entrance.)

Parents will be informed by letter of the concessions for which their children are eligible prior to each exam period.