

HEMDEAN HOUSE SCHOOL



SEN LEARNING SUPPORT POLICY

PREPARED BY:	Emma Hattrick
REVIEWED BY:	Nigel Balchin
REVIEW DATE:	October 2017
APPROVED BY:	Stephen Hodgson
SIGNED:
DATE APPROVED:	October 2017
NEXT REVIEW:	October 2018

Introduction

The school recognises that all children have diverse strengths and weaknesses and learning needs and will make education provision to cater for individual differences. This encompasses gifted children and children with learning or behavioural differences. A separate policy covers the school's provision for gifted and talented children.

“All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs (S.E.N) and all school should play their part in educating children from their local community whatever their background or ability.” Removing Barriers to Achievement (2003)

Hemdean House School does not have a specific Learning Support Team. We identify a child who has specific learning difficulties which calls for special educational provision to be made for him or her if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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.

(SEND Code of Practice, January 2015, Introduction, paragraph xiii, xiv)

A specific learning difficulty is determined by an educational psychologist.

Aims and Objectives

We recognise that many pupils will have special needs at some time during their school life and we believe pupils can be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

The school supports the five aims of the “Every Child Matters” agenda, namely that all children should:

Be Healthy
Stay Safe
Enjoy and Achieve
Make a Positive Contribution
Achieve Economic Wellbeing

We see the aims and objectives of the Learning Support Department as providing an important contribution to achieving these aims.

Aims: -

- To ensure that all children receive a broad and balanced curriculum.
- To ensure that as far as possible, even if children have additional needs, they achieve levels of literacy and numeracy appropriate to their age.
- To ensure all children are valued equally within the school.

Objectives:-

- To identify and assess as soon as possible those children who have individual educational requirements.
- To address the identified needs as effectively as possible, through Quality First Teaching and differentiation.
- To work in partnership with the child's parents.
- To seek the help of, and work together with, any appropriate specialist services.
- To develop positive self-esteem.

Admission Arrangements

Hemdean House School will admit children with special educational needs and disabilities for whom mainstream education is appropriate. The school ensures that the admissions procedure is not discriminatory in practice and is aware of its duty of care under the Disability Discrimination Act.

Physical and Curriculum Access in Hemdean House School

The site of Hemdean House School is on a steep slope with many steps; the nursery building and the main school house are Victorian buildings with 2 and 4 floors respectively and without space for lifts, stair lifts or other aide to wheelchair users. The only access to the Drama Studio and Art Room is via a flight of steps.

Because of this Hemdean House School would be able to offer adapted access to the full curriculum to children who are wheelchair dependent, at this time. We are currently reviewing our accessibility arrangements.

As we are working on accessibility, we seek to attain the position that no child will be discriminated against on entry into the school.

Provision

The school makes provision for children with a wide range of educational needs including those with physical disabilities, visual or hearing impairments.

EHCP

In some instances, where a child has needs which require extra funding in order to ensure they have full access to the curriculum, we can apply for an Education Health Care Plan. If this is the case, we will liaise with all health care professionals involved in the child's care alongside parent or carers in order to put together an application for the extra funding required. If this is successful, we will continue to review the EHCP on an annual basis or as the LA prescribe, collating the necessary reports and completing all paperwork in a timely manner.

Identification and Assessment

Children are identified in a number of ways, such as:-

Information from previous schools

Parental views

Teacher observation (Cause for Concern forms available on the school hub.) (Appendix 3))

Internal testing

Self referral

Support Staff

Cause for Concern

Concerns are discussed with the class teachers, SENCo, Deputy or Head teacher and parents. These may be educational or behavioural, lack of expected progress is likely to be the key reason for concern. A flow diagram outlining the identification process is to be found in Appendix 1.

Assessments

The School has a variety of assessments available to identify needs. These are listed in Appendix 2.

If tests are administered the results are discussed with the class teacher and if necessary with parents and the Head teacher.

Support Strategies

A variety of strategies defined by the three waves of provision will be employed to support the continuum of need. This graduated response considers Quality First Teaching and differentiation of pitch and activities. The provision available is identified in the provision map as in Appendix 1.

When a new pupil registers with the school a parent is requested to inform the school of any previous assessments and the results of those where they are thought to impact a child's learning. This registration form gives an indication of previous needs. For some, identification allows for teachers to adjust their teaching plans to meet that child's needs. In some cases individual one to one support in the classroom is deemed appropriate. This one to one support is available to all; it may take place in the classroom or in the form of a withdrawal lesson but is provided at an additional cost. Small group support may also be provided in or out of the classroom.

The aim of this support is to support a child until the support is no longer required and the child is able to be an independent learner. When the class teacher and SENCo feel that *adequate progress** is being made, the parents and child are involved in the discussion process. Children for whom support is withdrawn are continued to be monitored to ensure their continued progress. Renewed concerns are discussed with the class teacher, Head teacher and parents.

**Adequate progress* can be defined in a number of ways. Progress which:

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

Summary of Learning Support Provision at Hemdean House School

The School Council seeks to ensure that the needs of all students are met and the provision made for students with learning difficulties and disabilities is adequate and secure.

The School Governor with particular interest in SEN is Michelle Masters
The person responsible for SEN provision is the Head teacher
The SENCo is Emma Hattrick

Provision for children with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the Head teacher and the SENCo, all other members of staff have important day to day responsibilities.

The SENCo with the support of the Head teacher will:

- Oversee the operation of the school's SEN Policy;
- Liaise with and advise fellow teachers;
- Support teachers with identification and assessment of SEN and with the provision for a particular pupil's needs;
- Keep records for all children with SEN;
- Contribute to in-service training of staff

Teachers will:

- Be alert to the progress of each child;
- Following discussion with the SENCo or the Head, complete a written Cause for Concern for any pupil who is not making progress;
- Liaise with parents about concerns and/or Personal Education Plans (PEP's) if applied;
- Have responsibility for meeting the needs of children with SEN by appropriate means, including further differentiation of learning activities and expectations;
- Monitor the progress of any pupil who has SEN keeping written details of what they can and cannot achieve, for discussion at termly review meetings;
- Report any marked deterioration in achievement or progress to the Head or the SENCo immediately;
- Be involved with the pupil, the SENCo and the parents over the setting of appropriate targets for PEPs for individuals in their class;
- Ensure the necessary strategies within the PEP are being applied;

Levels of Provision

As we are a small school, we are able to sustain a higher level of monitoring of children with SEN or Additional Needs.

We distinguish between two levels of SEN support:

- Higher Level SEN children are those who require additional adult support within classroom sessions in order to fully access the curriculum.
- Lower Level SEN children who require careful consideration within planning and teaching to ensure full access to the curriculum.

EAL

We recognise that whilst children with English as an additional language do not have special educational needs, they do have additional needs and need additional support. Children with English as another language are identified as they enter the school. Their progress is monitored on the school tracking system. If necessary, they will be placed in an EAL learning group or have extra 1:1 sessions (at an extra cost). Teachers are also provided with support resources for Wave 1 approach, by the SENCOs.

Gifted and Talented

The process of identification is currently being reviewed. Teachers extend the more able pupils through differentiation in the classroom.

Record Keeping

It is the class teacher/subject teacher's responsibility to meet the child's needs through differentiation. A teacher should keep a record of the strategies used for a particular child (in the PEP), follow up assessments, if any, and their success or otherwise.

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

The PEP will detail what is in addition to or different from what has previously been tried with the pupil.

The PEP will be reviewed at the end of each term. A short review will be conducted by the teacher to discuss how the child feels about their progress where it is felt to be appropriate.

A termly meeting will take place where the SENCO and the class teacher will review the progress of each child on the provision list.

Moving on

A referral for statutory assessment, possibly leading to an EHC plan, is more likely to benefit a pupil who may transfer to an LEA or maintained school in the future, though there are exceptional circumstances where funding is given to a child at an independent school.

If a child makes good progress the form teacher and the SENCO may decide to remove him or her from the provision list.

If a child does not progress, the school will recommend a EP assessment is carried out.

In both cases the parents/guardians should be informed and this communication should be recorded.

Staffing and Partnerships

All staff have access to the SEN Policy and are given advice in its application.

The SENCO and support staff attend training courses, where appropriate, and where funding is available.

Records of transfer are sent and received as required by the DfE.

Parents or guardians are regarded as having a vital role to play in the identification and support of children with SEN.

Future Developments

See SEN Development Plan

A plan for the identification and support of pupils with Learning Difficulties and/or Disabilities.

Concerns raised -
**CAUSE FOR CONCERN
FORM COMPLETED**

Consultation between class teacher and **SENCo** to advise a programme of support to be delivered. Parents informed and expected to support at home. Hearing and sight checks initiated.
REVIEW DATE SET

INITIAL CONCERN REVIEW

Progress made - concerns addressed. Continue to monitor closely. Parents informed.
**SUPPORT REDUCED/
WITHDRAWN WHEN
APPROPRIATE.**

Concerns remain. Assessment administered. Parents informed and options suggested.

Cognition and learning:
Administer screener if necessary. If problem identified request EP involvement and support. If not, or if not age appropriate, add to waves of intervention. Monitor progress.

Communication and interaction:
Observe; refer to advice from NHS Choices and recommend to CYPIT if necessary.

Physical and sensory needs:
Observe; refer to advice from NHS Choices and recommend to CYPIT if necessary.

EXTERNAL ASSESSMENT REVIEW (3)



Pupils identified with a specific learning difficulty or condition that impinges on their education will follow an individual programme based on the recommendations of the professional who identified the issue.

(3)

Pupils identified as such will be eligible for assessment for additional time in the yr 6 SATS.

Class, subject, Support staff and SENCo will need to have regular communications to ensure effective practice for pupil support.

Once a pupil is coping with class work at age appropriate levels, support to be reduced/amended/withdrawn as appropriate.

Appendix 2

List of Assessments

- Suffolk Reading Tests
- Richmond Assessments
- Diagnostic Spelling Tests

Appendix 3

Appendix A

Cause for Concern Form

Child Name

Year Group

What concerns do you have? Please be specific

How have you been dealing with the concern so far?

What have the child's parent / guardians said?

What action would you like to taken?

Please list below any assessments, observation notes or examples of work that you have attached to illustrate the problem.

Concern expressed by:

Name:

Date:

Appendix 4

Appendix A

Parent / Teacher Meeting

Child Name

Year Group

Date of meeting:
Attendees:
Purpose of meeting:
Issue to be raised:
Items discussed and action to be taken:
Minutes copied to: Form completed by: Date:

Appendix 5

Appendix A

Personal Education Plan

Child Name

.....

Date of Birth

.....

Plan start date

.....

Review date

..... Review date

.....

AREA OF NEED
Cognition and learning:
Communication and interaction:
Behaviour, social and emotional difficulties:
Physical and sensory needs
INTERVENTION
In class (Wave 1)
Group work (Wave 2)
1:1 (Wave 3)
Best learning style:
Visual
Auditory
Kinaesthetic

Solitary

Small group

Other

Targets and expected outcome:

Support strategies:

Success criteria:

Outcome:

--

Specialist help given:
Strengths to be drawn upon:
Liaison: SENCo: Class Teacher: Parents:
Parent feedback: Your input is very important in developing a plan that is right for your child. Using your responses we can best meet the needs of your child
What are your child's strengths?
What are the areas of weakness that you have noted and would like to be addressed?

Are there other areas of concern such as social skills or behavioural issues?

Appendix 6

Child Name

Year Group

Key Stage 1 – Termly review by pupils with a PEP

Pupils to colour in smiley faces / teachers to scribe answers to question in black text

END OF TERM 1	DATE:
.....	
1. Do you like coming to school?	
2. Do you like reading?	
3. Do you like writing?	
4. Do you like Maths?	
1. What do you like best in school? Why?	
2. What do you think you are good at?	

3. What do you find tricky?

4. What helps you to think best?

(Prompts: Quiet, one to one, working with a peer

Working as a group, resources to help you

END OF TERM 2

DATE:

.....

1. (Refer to question 3 above) You found x tricky. How do you feel about it now?

2. What has helped you? What can help you?

3. Can you tell me something that you have done in school of which you are proud?

4. What do you do outside of school to help you improve your work?

5. How else do you think we can help?

END OF TERM 3

DATE:

.....
1. How do you feel about the work you did in Year X?
2. What are you looking forward to in your next class?

Name:

Year Group:

Beginning of Term One	What I really love doing.....
	What I'd like help with.....
	Things that help me learn.....

I want to get better at:	My Targets:	My Success Criteria	Possible activities/strategies	Who can help me and When
1.				
2.				
3.				

My Target	How my teacher and support think I did:	How I think I did:
------------------	--	---------------------------

Target 1	Evidence:	
Target 2	Evidence:	
Target 3	Evidence:	

Parent Comment:

Date:

Name:

Year Group:

End of Term Two	What I really love doing..... What I'd like help with..... Things that help me learn.....
-----------------	---

I want to get better at:	My Targets:	My Criteria	Success	Possible activities/strategies	Who can help me and When
1.					
2.					
3.					

My Target	How my teacher and support think I did:	How I think I did:
Target 1	Evidence:	
Target 2	Evidence:	
Target 3	Evidence:	

Parent Comment:

Date:

Name:

Year Group:

End of Term Three	What I really love doing..... What I'd like help with..... Things that help me learn.....
-------------------	---

I want to get better at:	My Targets:	My Success Criteria	Possible activities/strategies	Who can help me and When
1.				
2.				
3.				

My Target	How my teacher and support think I did:	How I think I did:
Target 1	Evidence:	
Target 2	Evidence:	
Target 3	Evidence:	

Parent Comment:

Date:

Name:

Year Group:

Term X	What I really love doing..... What I'd like help with..... Things that help me learn.....
--------	---

I want to get better at:	My Targets:	My Success Criteria	Possible activities/strategies	Who can help me and When
1.				
2.				
3.				

My Target	How my teacher and support think I did:	How I think I did:
Target 1	Evidence:	
Target 2	Evidence:	
Target 3	Evidence:	

Parent Comment:

Date: