

THE ROCHE SCHOOL

Special Educational Needs Policy

Policy Index: 3.4.6 Equality of Opportunities

SEF Compliance:

Reviewed by:
Pollyanna MacLachlan

Last Revision Date:
October 2017

Next Revision Date:
March 2019

Links with other policies:
Equal Opportunities Policy
Equal Opportunities and Cultural Diversity Policy
Access Plan (Keswick House)
Inclusion Policy
Special Educational Needs and Disability Act (SENDA) and Accessibility Plan Policy
Early Years SEN and Code of Practice Policy
Example of Blank IEP Form

Special Educational Needs Policy

The Special Educational Needs Policy at The Roche School takes careful account of The Education Act 1996 (section 312), The Code of Practice 2001, The Special Educational Needs and Disability Act 2001 and the aims of the school as outlined in school documentation.

Policy Aims

The aim of our school is to create a stimulating environment which will enable all children to achieve personal growth to their highest possible level, not only intellectually but also socially, physically and morally, and to feel that they are valued members of the school community.

We are committed to providing a stimulating inclusive environment removing barriers to learning wherever possible.

For those children with special educational needs we consider each child individually and formulate a personal programme, tailored to their abilities and taking into consideration the difficulties of the child, which will best meet their specific needs. They will be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

We interpret 'special needs' in its broadest sense including all abilities from those with specific learning difficulties to those with emotional and behavioural issues, to those who are gifted and talented.

We are committed to the continual improvement of our school to meet the needs of children with special educational needs, through regular monitoring and evaluation, staff support and training opportunities.

Objectives

- To ensure that each child has access to a broad, balanced and relevant curriculum at the appropriate level.
- To ensure each child meets with success and is able to build on it, teaching through strengths to address weaknesses.
- To maintain close liaison and co-operation between home and school.
- To ensure that all teachers are aware of the range of needs in the classroom or the set which they teach.
- To employ teaching and learning styles individually tailored to suit the individual needs of the child.
- To monitor the child's progress closely.
- To provide support for teachers when dealing with children with special needs.
- To call on specialist help available within the school and provide small group/ individual help when necessary.
- To call on the expertise of specialists outside school, when necessary. This could be at additional cost to the parents/carers.

- With the above help, to plan and execute appropriate targets ensuring that success is achieved and built on.
- To develop a resource base.

Staffing and Training

Special Needs Co-ordinator: Pollyanna MacLachlan BA(Hons) PGCE RSA Cert SpLD

Specialist teachers for children with specific learning difficulties:

Mary Gregson Cert Ed RSA Dip SpLD

Veronique Garrett RSA Cert SpLD

Jude Rowen

Fiona Collingwood TESOL (London)

Provision for children with special educational needs is a matter for everyone in the school. We are committed to providing and facilitating attendance at mandatory in-service training in respect of SEN for the whole school at least once a term. The provision of individual training for learning support teachers, learning support assistants, class teachers and classroom assistants is encouraged and allocated where there is deemed to be a recognised need, in accordance with the school's Professional Development Policy.

All members of the support team listen to advice and support each other and the class teacher.

Partnership with Parents

We realise the importance of home and school working together in supporting the development of children with special educational needs. We keep parents informed of progress through regular meetings and written reports in the form of Individual Education Plans (IEPs). These are written at the beginning of each term in consultation with the parent, class teacher, sets teacher, support teacher and any other staff working with the child. The outcomes are reviewed at the end of the each term.

Should any parent be concerned by their child's development or lack of progress, they are welcome to come into school before or after school hours to discuss their concerns with the class teacher, Pollyanna MacLachlan (SENCo) Dr. Roche (Principal), Mrs Adams (Head teacher), or Jacquie McCall in the Nursery. There is a separate Special Needs Policy for The Roche School Nursery, Fulham Nursery and Keswick House Nursery and the parents of children at these nurseries liaise with the respective heads. However, the SENCo is always available to support the staff at Fulham and Keswick Nurseries and to partner with the parents where appropriate and necessary.

If extra support is thought to be necessary, parental co-operation is sought at each stage and results are immediately passed on to them. No child is assessed over and above normal classroom assessments without parental permission.

Admissions Policy

We employ an active inclusion policy and recognise the right for children with special educational needs to be educated in a mainstream school where it is in the child's best interest. Admission arrangements do not discriminate against children with any specific educational special need. On application, if a nursery age child looking to join the school in Reception, has special educational needs, or is having speech and language therapy, has a report from an outside agency, or if there are any circumstances which affect or have affected the 'normal' development of the child, the SENCo will visit the child in their nursery setting. There they will observe the child and talk to the staff. The SENCo will ask the parents for all relevant, up to date reports and may ask for more background information. The SENCo will then talk with the Headteacher to confirm whether we can meet the needs of the child. Subject to this meeting, a place will be offered.

If there is an application for a child to join further up the school, from Reception to Year 6, the SENCo will ask to see all relevant and up-to-date reports, as well as the latest school report from the child's present school. After reading the reports, if it is felt that that potentially, a place is available for the child, they will be invited to spend a day in school. During this time they will be assessed by the relevant class teacher, and if deemed necessary by the SENCo, even if the child does not have a confirmed special educational need. After the visit, the Headteacher and, if relevant, the SENCo, will discuss whether we can meet the needs of the child. Subject to the outcome of this meeting, a place will be offered.

It is our aim that all children who apply will be accepted, regardless of their special educational need. However, as The Roche School is a main stream school, it is important to maintain the correct balance of needs in the classroom. If it is deemed that the resources are already being used to a maximum in a particular class, a new applicant may be put on a waiting list and when a position becomes available, the place can then be offered.

If it is suggested that a child is not yet ready for The Roche School, the parents will be fully informed of the reasons by the Headteacher and the SENCo, alternatives will be given and the parents will be invited to reapply at a future date.

We are working towards making reasonable adjustments to our building where we can to accommodate children with physical difficulties. Please see development plan

Access to the Curriculum

All pupils have a right to a curriculum which meets their needs. We aim, by differentiation in planning, to provide children with special educational needs appropriate experiences to achieve their full potential both inside and outside the classroom.

All children throughout the school have equal access to a balanced curriculum. Those with special educational needs may be withdrawn from the classroom for short periods at certain times. The work they do during these times aims to strengthen their

basic skills and enables them to progress towards their being able to access class work to the best of their ability. The number of sessions per week for each child is decided between the SENCo, the class teacher, the support teacher and the parents. The time for the session/s is arranged according to the class timetable.

Integration with school Activities

As with all children, those with special educational needs join in with all sport, drama, singing and after school clubs, to the extent to which they feel confident. No pressure is put upon them to take part in anything they are unable to do but a whole school approach is used to encourage them to achieve, where they lack confidence. Differentiation plays a part – for example, in drama not every role involves reading and in sport, simpler activities are always available. Every encouragement is given regarding their efforts and achievements.

Identification, Assessment and Evaluation

The SEN Code of Practice 2001 stresses the importance of the early identification of children with SEN.

Observation and assessment are routinely used, for all children, but the class teacher may be the first person to be aware if a child requires additional support. Our small classes and the teaching of maths and literacy in small sets make this easier to identify.

The identification would be with regard to the information as outlined in the Code of Practice and could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress, even when teaching approaches are particularly targeted to support a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Early Years

Children enter school with vastly differing abilities, experiences and stages of development. To establish the strengths and needs of each child as early as possible a profile is completed based on the Foundation Stage Curriculum. Differentiated teaching plans can then be made whilst all children are given access to all areas of the

curriculum. Children showing specific needs are identified and individual programmes discussed with the support team. Nursery and Reception teachers identify those children who may need help in Year One.

Year One

By this time, strengths and needs are becoming, or have become, clearer and can be tackled accordingly. Those children with specific difficulties are given help in small groups or individually. Guided by the SENCo an IEP may be drawn up in conjunction with the class teacher and parents. These programmes are reviewed termly when the outcomes are recorded and new targets are written, if deemed necessary. All who are involved with the child are involved in the writing of the IEP.

Year Two and above

As the child progresses through the school, profiles, details of concern and IEPs are passed on to the appropriate class teacher and sets teacher. If a need is identified at any stage we can offer support sometimes at additional expense to the parents. Class teacher and subject teachers keep a record of ongoing marking and termly assessments in core subjects.

Reading and spelling ages are assessed at the end of each academic year and a record kept of progress. Class teachers keep dated notes of observations, concerns, targets, achievements and behaviour.

Process for Action

Upon referral to the SENCo, an assessment of the pupil is undertaken to identify the nature of the need and the severity. The SENCo gathers all known and relevant information from the class teacher, assistant and any other teacher who is deemed to have a valuable input. Discussion takes place with the parents to gather relevant information on the child and to plan appropriate action. If there is deemed to be no specific learning difficulty the child will continue to be monitored by the class teacher with suitable support coordinated by the SENCo.

If the action devised to help the child is additional to or different from that provided as part of the usual curriculum the child may be placed on **Early Years Action** or **School Action**.

Strategies devised to enable the child to progress will be recorded within an **Individual Education Plan (IEP)**. The support to be provided for the child will be recorded on the IEP. Parents will be part of the process for formulating and reviewing the IEP and it will be reviewed once a term.

If a child is still encountering difficulties with the aid of the IEP and suitable differentiation, the SENCo and teacher, in consultation with the parents, may take a decision to request advice from external agencies such as an Educational Psychologist, Speech and Language Therapist or an Occupational Therapist. Or they

may be referred for a multi disciplinary assessment. The child may then be placed on **Early Years Action Plus** or **School Action Plus**. An IEP at Early Years Action Plus or School Action Plus will then be issued, monitored and reviewed in the same way as for Early Years/School Action.

Statutory Assessment /Statement of Special Educational Needs

As identified in The Code of Practice, ‘Where a request for a statutory assessment is made by a school to an LEA the child will have demonstrated significant cause for concern.’

Evidence for the statutory assessment will be gathered from:

- The school’s action through Early Years/School Action and Early Years Plus/School Action Plus.
- Individual Education Plans
- Records of regular reviews and their outcomes
- National Curriculum levels
- Attainments in literacy and numeracy
- Teacher assessments and observations
- Educational and other assessments e.g. specialist support teacher
- The pupil’s health where relevant
- Views of the parents and child
- Involvement of other professionals

On receipt of a **Statement of Special Educational Needs** the procedures for monitoring and reviewing will be followed as set out in The Code of Practice.

If a child enters or transfers to The Roche School with a Statement of Special Educational Needs targets will be set out in an IEP and the procedure for monitoring and reviewing will be followed, as above.

Additional Needs

A child may show signs of an exceptionally high level of ability in one or all aspects of learning. Once identified, differentiated class provision will extend the range of work offered, presenting greater challenges to high achievers. Individual and group support may be given as well as every encouragement for further extension and extra achievement. We feel it is important for the child to widen their experiences and interests and to allow further development at an accelerated pace whilst still enjoying social development and interaction with their peers.

After discussion with the class teacher, the parents and all other staff working with the child, it may be decided to put the child on the ‘Gifted and Talented’ register. Their provision and progress will then be overseen by Ms Val Balkwill.

Record Keeping

Teachers maintain a record of each child's progress. This includes all children with special educational needs. Each class teacher has a SEN file containing a copy of the school's Special Needs Policy and the stages of the Code of Practice, details of children in their class who may have special educational needs, copies of their IEP, relevant assessments and reports about those pupils and any useful information or guidance. A folder containing termly written reports is kept in the school office. Any other, reports, profiles and assessments are kept in a locked file in the SENCo's office. Copies of IEPs are kept in the class teacher's SEN File, and a copy is given to all staff working with the child. Folders and IEPs are accessible to staff at all times and adhere to our confidentiality policy. There is a record of pupils with special educational needs kept in the SENCo's office at our The Roche School and in the school office at our Fulham and Keswick schools.

Monitoring and Evaluation

The SEN Policy and practice is part of an ongoing monitoring and evaluation scheme which looks at:

- Systems for identifying and assessing children with SEN
- Record keeping
- Resources
- Provision made to meet the needs of children with SEN

Our criteria for maintaining a successful policy is:

- Every child progressing and meeting success at their own level
- Rapid support of any difficulty
- Close liaison and partnership with parents
- Providing appropriate tailored help for a child to deal with their own particular need.
- Promoting a happy, relaxed but stimulating environment for the children to enjoy.
- Children leaving school as independent learners with a degree of confidence and self-discipline.

Central Support Services

When in need of support or advice we call upon and receive help from:

- Wandsworth Education Department
- The Special Needs Assessment Section of Wandsworth Education Department
- The Early Years Centre, Wandsworth
- Local Health Services

- Social Services
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Local Special Schools
- Wandsworth Hearing Impaired Unit

Complaints Procedure

Concerns and complaints about SEN should be addressed to the child's teacher, the SENCo, the head teacher or the Principal who will respond by meeting with the parents to discuss the situation. If the situation is not resolved in the meeting the school's general complaints procedure would be followed.