



SPECIAL EDUCATIONAL NEEDS POLICY

For St. James' School

Date: July 2011
Annual Review
Next Review: July 2012

Introduction:

St James' School provides an inclusive, broad and balanced curriculum for all its pupils, including those with special educational needs. When planning, our teachers set differentiated learning tasks and respond to pupils' diverse needs.

Some pupils may have special educational needs either throughout, or for part of their time during their school career. This SEN policy details how St James' will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

Aims and Objectives:

- To create an environment that meets the special educational needs of each pupil.
- To ensure that the special educational needs of pupils are identified, assessed and provided for.
- To enable pupils to work towards promoting a positive self-image and self-worth.
- To enable all pupils to access all aspects of the curriculum and participate in all areas of school life.
- To regularly review and evaluate pupils' progress and to work in partnership with parents and pupils throughout the process.

Definition of Special Educational Needs:

The Special Educational Needs Code of Practice states 'a child has a special educational need if they have a learning difficulty, which calls for special educational provision to be made for them.'

A child may be considered as having a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age
- b) Have a disability, which prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age.

Pupils may experience Learning difficulties for a variety reasons, some for only a temporary period, others for which difficulties are long-term.

Such pupils might be those with:

- i) Emotional / Family Problems
- ii) Those with a physical disability
- iii) A requirement for prolonged absence from school or frequent short absences due to medical reasons
- iv) Specific Learning difficulties, e.g. dyslexia
- v) Autism, Asperger's, Dyspraxia, ADHD
- vi) Moderate Learning Difficulties
- vii) English as a second language.

The Role of the Special Educational Needs Coordinator (SENCO)

The SENCO for St James' School is Mrs H Randall. Her responsibilities include:

- Managing the day-to-day operation of the SEN policy.
- Co-ordinating the provision for children with special educational needs
- Liaising with teaching staff.

- Maintaining the records of all children with special educational needs.
- Contributing to the in-service training of staff.
- Assessing pupils who have been referred from teachers as a concern.
- Completing documentation required by outside agencies and the LEA in respect of children with statements.
- Liaising with SEN departments to ensure the effective transfer of pupils' SEN records.
- Liaising with parents.
- Regular meetings with the following Heads of Department in order to ensure effective monitoring and care of pupils with SEN:
Head of the Senior School, Mrs H McMillan
Head of Prep, Ms J Owen
Head of Pre-Prep, Mrs C. Fillingham
School Health Co-ordinator / Child Protection Officer Mrs G. Sopp

Identification, Assessment and Provision:

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such pupils is therefore a whole school responsibility.

Early identification is vital and St James' uses a graduated response to children's special educational needs as outlined in the Code of practice.

- Concern

The form or subject teacher makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns. Evidence is collated (work samples, test results, observations) and if lack of progress is evident, record the concern on an 'Initial Concerns Checklist' to be shared with the SENCO.

- School Action

The SENCO will take the lead in coordinating provision within school to enable the child to learn more effectively. This will involve assessing the pupil with a range of tests, in order to identify the pupil's strengths and weaknesses and build up a profile of the pupil's difficulties. The SENCO will then work closely with the parents, teacher and child to produce an Individual Education Plan (I.E.P), which outlines specific targets and strategies to meet them. The pupil's progress will be carefully monitored and I.E.P.'s are reviewed at least twice a year and for some pupils termly.

- School Action Plus

For those pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Dyslexia Action, Autistic Outreach, Educational Psychologist) Advice on new targets and fresh strategies will be implemented by teachers based on the advice they receive from external agencies.

- Statutory Assessment

Where the school makes a request for a statutory assessment to the LEA the pupil will have demonstrated significant cause for concern. The LEA will need information about the pupil's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including resources and special arrangements put in place.

Children with statements of SEN will have short-term targets set for them, which will be set out in an IEP. The delivery of interventions is the responsibility of all the pupil's teachers.

All statements must be reviewed annually with parents, the pupil, the LEA and outside agencies, All partners will be invited to consider whether any amendments need to be made to the description of the pupil's needs.

Individual Education Plans

I.E.P's will aim to achieve the following:

- Raise the achievement of specified learning goals for pupils with SEN.
- Be seen as a working document.
- Be comprehensible for all staff and parents
- Help pupils monitor their own progress.
- Promote effective planning by staff.
- Have key individual targets set to help meet individual needs
- Targets should relate to key areas in communication, literacy, mathematics and social and emotional skills.
- Teaching strategies and resources to be used.
- When the plan is to be reviewed.

Review Process

When reviewed the following will be considered:

- Progress made against targets
- Parents' views
- Pupil's views
- Any specific issues that are impacting on progress
- Any updated information and advice
- Future action, including changes to targets and strategies.

Partnership with Pupils:

Pupils with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are important. Therefore when appropriate, pupils are encouraged to be actively involved in setting targets for their I.E.P's and reviewing their performance.

Partnership with Parents:

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. All parents will be treated as partners and supported to play an active and valued role in their child's education.

Access to the curriculum

Any pupil who is identified as having Learning Difficulties will be invited to have one to one lessons within the Learning Support Department, in order to directly address targets on their I.E.P.

Effective differentiation is essential to enable those pupils with SEN to access the curriculum.

Planning for differentiation can involve:

- Ensuring the pupil's strengths are used to build confidence, self-esteem and maintain motivation.
- Using a multi-sensory approach
- Repeat spoken instructions to help those pupils who have reading, organisational or memory difficulties.
- Provide a range of activities to ensure participation.
- Provide similar work for a group but allow different outcomes.
- Use a clearly defined step by step approach to enable a gradual development of skills and concepts
- Allow sufficient repetition to consolidate skills
- Writing down instructions and homework tasks
- Displaying subject specific vocabulary with a glossary
- Using pictures, diagrams, charts to supplement written information
- Dividing longer pieces of classroom work into shorter tasks each with its own endpoint.

For those pupils with emotional / family problems

Very often it will become clear that a pupil is experiencing problems, because the quality of their work will begin to deteriorate in standard. There may also be signs of stress or anxiety e.g. poor concentration, becoming withdrawn, easily upset. Any changes and observations should be recorded on the pupil's personal profile. The pupil should be encouraged to discuss this situation, either with their form tutor, a teacher of personal choice or the School Health Co-ordinator who is also the School Protection Officer.

If the difficulties persist then the appropriate Head of Department should seek to invite the parents into school to discuss the situation.

For those pupils with a physical disability, or those who may require prolonged or frequent absence from school.

Some pupils may feel concerned due to the amount of work they are likely to miss by visits to the hospital etc. Every effort should be made to alleviate this concern.

- If notification is given of future absence, the Form tutor should find out the projected length of absence and consult the teaching staff concerned, thereby putting together a package of work, which the pupil can tackle at home, if possible.
- During the pupil's absence the Form Tutor should also assist by contacting the pupil and parents in order to provide a communication channel at all times. This will enable further work to be provided / and or instructions given if these are required and moral support to be given to the pupil and parents.
- If the pupil has to miss lessons for hospital appointments or experiences periods of pain which occasionally prevents attendance in lessons, then the Form Tutor should discuss with the teachers concerned about what work has been missed. A procedure by which the pupil may be helped to catch up should be discussed and arranged e.g. assistance during lunchtime or break, borrowing of another pupil's exercise book.

Those for whom English is a second language.

A child must not be regarded as having a learning difficulty solely because the language of communication of the home is different to the language

In which he or she will be taught. However many such pupils come to St James' as boarders and as such may experience difficulties, which could create barriers to learning because of their circumstances. E.g. difficulties may include difficulties with acquisition of language, adapting to a new culture, being away from home, family and friends, often for the first time. It is therefore important that all members of staff should seek to address any difficulties of adaptation.

- The Form Tutor should ensure that the pupil feels part of a new family and is made aware of as many aspects of life at St James' using an interpreter, if necessary.
- The Form Tutor should also aim to find out as much as possible about the country's culture, religion, home and family from which the pupil comes. This knowledge will help to break down the communication barrier.
- The foreign pupils will have varying levels of competence in English Language-these levels are usually classified as Basic/Intermediate/Advanced. The teacher of EFL will assess the pupil and ensure that appropriate instruction is provided. Pupils may be removed from lessons e.g. French and German, to receive instruction.
- Write homework tasks on the board and check that the pupil has recorded the details accurately into their homework diary.

If a pupil with English as a second language is having unexpected difficulty with progressing with a subject beyond the reasons outlined above, then the teacher should contact the EFL teacher. Close liaison with the SENCO in order to further assess the pupil and build up a profile of any learning difficulties will be conducted.

Those pupils who have specific learning difficulties e.g. Dyslexia

Recognising dyslexia

- Is there a significant gap between verbal and written abilities?
- Is there anyone else in the family with similar difficulties?
- Does the pupil have difficulty remembering and carrying out instructions in a sequence?
- Does the pupil have a particular difficulty with reading and spelling skills?
- Does the pupil write letters or figures the wrong way round?
- Confuse the letters 'b and d'
- Have difficulty remembering spelling patterns and recognising when a word 'doesn't look right'?
- Does the pupil have a poor concentration span for reading and writing?
- Confusion with left and right
- Have difficulty copying from the board?
- Have difficulty with planning and organising ideas for writing?

If a pupil is displaying dyslexic traits, then a dyslexia screening test alongside other assessments will be carried out by the SENCO. A consultation with Dyslexia Action may be suggested as the next appropriate step to take. Specialists at Dyslexia Action would then advise parents as to whether their child would benefit from any further assessment.

All teachers should be aware of those pupils that have dyslexic tendencies and should follow guidance given on strategies for dyslexic pupils in the classroom.

A self-evaluation of the effectiveness of this policy in order to both update the policy and to plan further developments and improvements will be carried annually.