



Hemdean House School

Learning Support (S.E.N.) Policy

September 2011
To be reviewed 2013

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 schools 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 Unit. We aim to meet the requirements of children with special needs as far as we are able within the constraints of the school environments and resources.

The School's policies on Safeguarding, Behaviour and Anti-Bullying also make reference to this policy.

A Definition of Learning Difficulties or Disabilities

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age (“Significantly” is defined by the school as a Standardised Score of 90 or below. A specific learning difficulty is determined by an educational psychologist.)
- b) has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- c) is under compulsory school age and falls within the definition at a) or b) above, or would do so if learning support were not made available for them.

(Section 312 Education Act 1996)

Aims and Objectives

We recognise that many pupils will have additional educational 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 team as providing an important contribution towards achieving these aims.

Aims: -

- To ensure that all children receive a broad and balanced curriculum, appropriate to their abilities and aptitudes.
- 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 assess and identify as soon as possible those children who may have additional educational needs.
- To address the identified needs as effectively as possible.
- To work in partnership with the child's parents/carers
- To seek the help of, and work together with, any appropriate specialist services.
- To develop positive self-esteem in the child.

Admission Arrangements

Hemdean House School will admit those children with Learning Difficulties and Disabilities for whom mainstream education is appropriate. The school ensures that the admissions procedure is not discriminatory in practice, and is according to the requirements of the Disability Discrimination Act.

Physical Disabilities 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 aids 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 unable to offer access to the full curriculum to children who are wheelchair dependent.

With the above exception 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.

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 are available from the LSCo (SENCO); see Appendix 3)

Internal testing

Self-referral

Support Staff

Cause for Concern

Concerns are expressed about a pupil's academic achievement or behaviour, usually due to the lack of expected progress or behaviour, and discussed with the class teachers, LSCo, Deputy Head or Head Teacher and parents carers.

Assessments

A flow diagram outlining the identification process is to be found in Appendix 1.

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

If tests are administered, the results found by the LSCo are discussed with the class teacher and where necessary with parents/carers 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. The provision available is identified in the provision map, as in Appendix 1.

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 to the parents/carers. Small group support may also be provided in or out of the classroom.

The aim of any additional provision given is to support the child towards becoming an independent learner. When the class teacher and LSCo feel that *adequate progress** is being made, the parents/carers and child are involved in the discussion process. Monitoring of children for whom support is withdrawn is continued to ensure their progress is sustained. Renewed concerns are discussed with the class teacher, Head Teacher and parent/carers.

**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

Para 5.41 & 5.42 SEN Code of Practice 2001

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 LDD is Mr John Terry

The person responsible for LDD provision is Mrs Joanne Harris, Head Teacher

The Learning Support Coordinator is Mrs Emma Booth

The person responsible for record keeping of senior pupils with LDD is Mrs Heather Rust

Provision for children with learning difficulties and disabilities is a matter for the school as a whole. In addition to the governing body, the Head Teacher and the LSCo, all other members of staff have important day to day responsibilities.

The LSCo with the support of the Head Teacher will:

- Oversee the operation of the school's Learning Support (SEN) Policy;
- Liaise with and advise fellow teachers;
- Support teachers with identification and assessment of LDD and with the provision for a particular pupil's needs;
- Keep records for Junior/Early Years children with LDD;
- Contribute to in-service training of staff

Teachers will:

- Be alert to the progress of each child;
- Following discussion with the LSCo or the Head, complete a written Cause for Concern for any pupil who is not making progress;
- Liaise with parents/carers about concerns and/or Individual Education Plans (IEPs) if applied;
- Have responsibility for meeting the needs of children with LDD by appropriate means, including differentiation of learning activities and expectations;
- Monitor the progress of any pupil who has LDDs 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 Teacher or the LSCo immediately;
- Be involved with the pupil, the LSCo and the parents over the setting of appropriate targets for IEPs for individuals in their class;
- Ensure the necessary strategies within the IEP are being applied;
- Contact the LSCo whenever necessary.

Levels of Provision

We are concerned with the three levels of response:

Concerns about a pupil- C

Initial concerns are raised about a pupil and discussed with LSCo, the Head and parents. The school may make recommendations to parents.

School Action – A

IEP created, support given. (Appendix 5)

School Action Plus - AP

If after two reviews of the IEP there is still cause for concern, then it will be recommended that the pupil should attend an assessment by an Education Psychologist, so that specialist advice may be sought. This will be funded by the parents/carers or, for pupils in receipt of a means-tested bursary, by the school.

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, follow up assessments, if any, and their outcomes.

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

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

The IEP will be reviewed at the end of each term for Junior pupils and biannually for Senior pupils.

A termly meeting will take place where the LSCo, the class teacher and the Deputy Head will review the progress of each child on the LDD register.

A record is kept by a child's teacher, or the LSCo, of any meeting with parents/carers about the progress of their child. (See Appendix 4)

Moving on

A referral for statutory assessment, possibly leading to a Statement of Special Needs, 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.

Any child with a statement of Special Educational Needs will have an annual review which will be facilitated by the School.

If a child makes sustained progress the form teacher and the LSCo may decide to remove him or her from the LDD register.

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

In either case the parents/carers should be informed and this communication should be recorded.

Staffing and Partnerships

All staff have access to this policy and are given advice in its application. Frequent training, relevant to this policy, is also made available to staff.

The LSCo 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 carers are regarded as having a vital role to play in the identification and support of children with LDD.

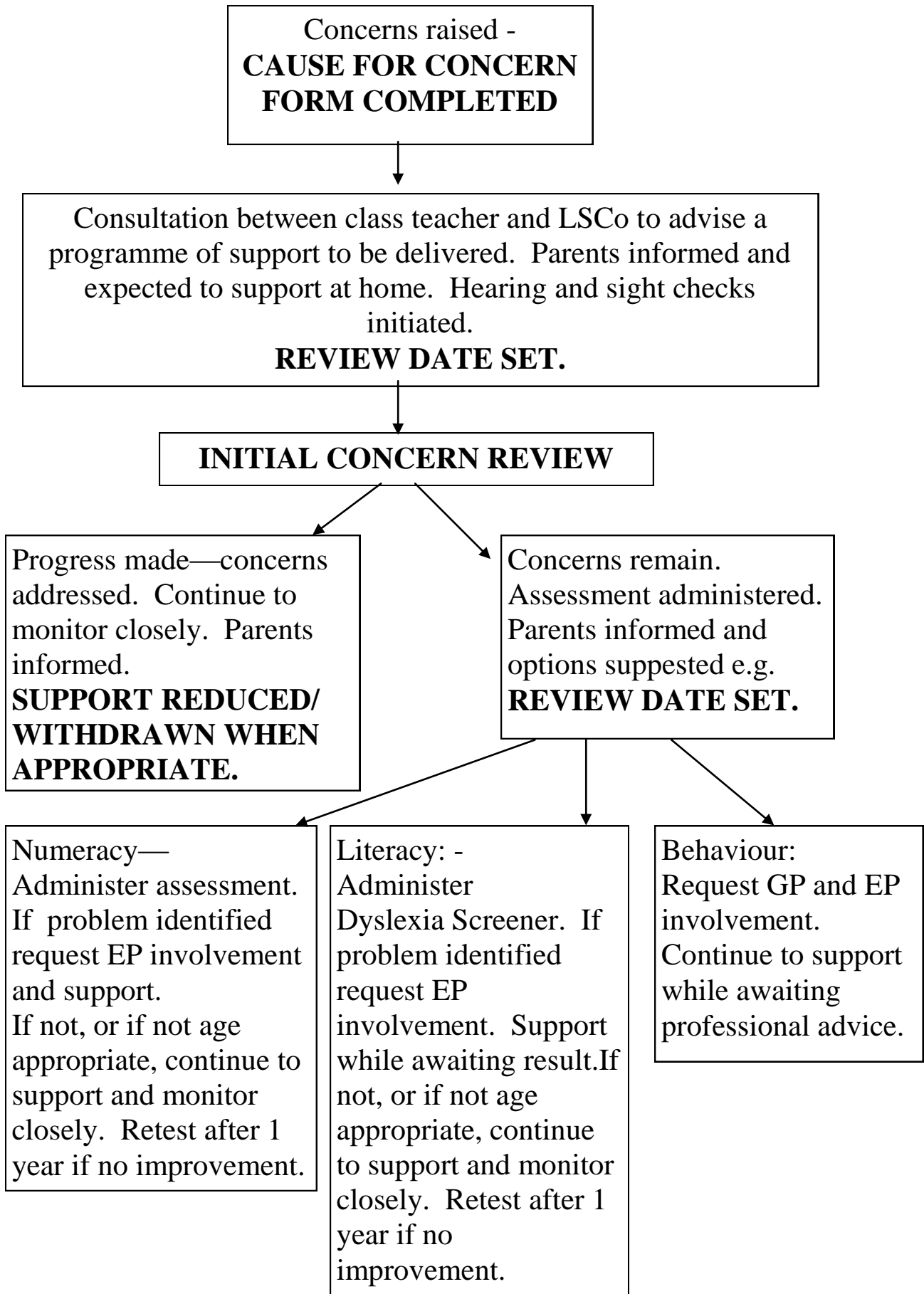
Future Development Aims

To continue to train support staff and classroom assistants.

To continue to train all staff in LDD provision.

To refine procedures for writing and reviewing IEPs.

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



EXTERNAL ASSESSMENT REVIEW (3)

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graph TD; A[EXTERNAL ASSESSMENT REVIEW (3)] --> B[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)]; A --> C[Pupils identified as such will be eligible for assessment for additional time in the yr 6 SATS and later on for GCSEs.]; A --> D[Class, subject, Support staff and LSCo will need to have regular Communications to ensure effective practice for pupil support.]; A --> E[Once a pupil is coping with class work at age appropriate levels, support to be reduced/amended/withdrawn as appropriate.];
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Class, subject, Support staff and LSCo 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 Two

List of Assessments

Suffolk Reading Tests

Richmond Assessments

NFER Dyslexia Screener

NFER Dyscalculia Screener

Schonell Reading Age Test

Schonell Spelling Age Test

Diagnostic Spelling Tests

Mary Crumple and Colin McCarty (Hodder Education)



Hemdean House School
Appendix A - Cause for Concern Form

Name _____ Form _____

What concerns do you have? Please be specific.

How have you been dealing with the concern so far?

What have the child's parents/carers said?

What action would you like taken?

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

Concern expressed by:

Date:



Parent/Teacher Meeting

Date of Meeting:

Attendees:

Purpose of meeting:

Issues to be raised:

Items discussed and action to take:

Minutes copied to:



INDIVIDUAL EDUCATION PLAN

Pupil's First Name:

Date of Birth:

Start Date:

Review Date:

Targets and Expected Outcome	Support Strategies	Success Criteria	Outcome

Appendix 5

Targets and Expected Outcome	Support Strategies	Success Criteria	Outcome
<p>Specialist help given: Strengths to be drawn upon: Liaison: Mrs Booth</p>			

