

NORMANHURST SCHOOL
LEARNERS WITH DIFFICULTIES AND/OR DISABILITIES
AND SPECIAL EDUCATIONAL NEEDS (LLD/SEN) POLICY

Introduction

This policy is based on the Special Educational Needs Code of Practice (2001). It should be read alongside the School's Teaching and Learning, Behaviour, Medical, Child Protection, Gifted and Talented Policies.

Pupils have special needs if they:

- a) Have significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability that prevents or hinders them from accessing educational facilities of a kind generally provided for children of the age within an Independent School.

The School recognises that the provision for pupils with special educational needs is the responsibility of the whole School and that all teachers are responsible for pupils with special educational needs.

Aims

The Special Educational Needs Policy of the school reflects the principles of the Code of Practice, the Disability Discrimination Act (1995), Every Child Matters (DfES 2004), and the Children's Act (1989).

Our aims are:

- To enable all SEN pupils to have their needs met
- To take into account the views of the pupils
- To encourage good communication with parents
- To facilitate full access to a broad and balanced curriculum

We value all the children in our school equally and recognise the entitlement of each child to have their needs addressed. Within this caring and mutually supportive environment we aim to:

- Build on the strengths of the individual
- Foster a positive image
- Give equal access to all aspects of school life through social and practical experiences. This will allow success regardless of the SEN, disability, Gifted and Talented or any other factors that may affect their attainment
- Ensure that effective channels of communication are sustained so that all persons including parents are aware of the implications of the Individual Education Programme (IEP) and other resources/agencies available
- Ensure that all children are successful learners at a pace appropriate to their abilities and stage of development

Objectives

The School will aim to ensure that:

- Every child has access to a broad and balanced curriculum
- Children are regularly assessed so that those with SEN are identified early
- Staff feel confident that they are able to provide for pupils with SEN in their classroom and have their training needs identified
- Staff and parents are aware of the school's SEN policy

- All pupils are included in all activities in so far that it is practical and compatible to the child's educational need
- Partnerships are developed with parents, external agencies including LEAs in order to meet the needs of children with SEN

Implementation

The implementation of the Special Educational Needs Policy is the responsibility of the whole School.

The role of the SENCo is to:

- Oversee the day-to-day operation of the school's policy and to monitor its effectiveness
- Liaise with and advise colleagues on SEN matters
- Manage the learning support team
- Coordinate the provision for pupils with SEN
- Oversee the records on all SEN pupils
- Contribute to the in-service training of staff
- Liaise with parents
- Liaise with external agencies and support services
- Administer diagnostic tests as required
- Administer diagnostic tests in preparation for application of access arrangement for National examinations
- Arrange termly multi-disciplinary meeting to review all SEN pupils
- Arrange annual reviews and monitor the provision for children with a Statement of Educational Needs
- Provide one-to-one teaching where necessary

The role of the Headmistress is to:

- Attend the termly multi-disciplinary meeting
- Modify or disapply the National Curriculum for a pupil with SEN
- Ensure that the school's curricular guidelines include provision for those identified as having SEN
- Be responsible to allocating finance for staff and resources for SEN under the delegated powers of the school principals
- Report regularly to the principals on SEN matters

The role of the Principal is to:

- Have a statutory overall responsibility for the necessary educational provision for any pupil with SEN
- Delegate responsibility via the Head, SENCo and Senior Leadership Team while at the same time monitoring the work of the school on the pupil's behalf

Admissions

All children are admitted to the school according to the school's admissions criteria. Children with disabilities or SEN are not discriminated against on the grounds of their disability, rather consideration is made as to whether or not the school can actually meet the child's needs.

When a child is admitted to the school with a particular medical problem, advice, support and training will be sought from the appropriate agencies. A written agreement will be established clarifying the school's responsibilities.

Facilities (To be read in conjunction with the Accessibility Plan)

The main building is a three storey building without ramp access. Ramp access is available on the rear ground floor via a classroom. Staircases have handrails. A Dyslexia Unit is available to a

limited number of students, providing small group/individual tutoring from a specialist dyslexia teacher. Additional resources are available throughout the school.

Identification

Early identification and intervention is of vital importance to a child's later development and progress. The School identifies children who may be experiencing problems through:

- Records and pastoral information from Nursery, Early Years, Junior and Senior placements
- Infant baseline assessment
- Concern raised by the class teacher or support teacher at any stage
- Concern raised by parents/carers
- Concern raised by outside agencies
- Results from tests and assessments e.g. SAT's end of KS1, NFER (National Foundation for Educational Research), tests in years 3, 4, 5, 6 and 7.
- Gifted and Talented assessments

Assessment and Provision

In the Early Years Foundation Stage the government's Early Learning Goals set out what most children will have achieved by the end of the foundation stage/reception year. Children will progress at different rates but the key for the need for action is evidence that a child is not making adequate progress.

Where a child is not making adequate progress, it may be necessary to use alternative approaches. If, despite this intervention, the child does not make adequate progress, the child will be identified as having SEN and further intervention will take place. This is referred to as Early Years Action and follows the same procedure as School Action (see below).

If this action does not enable the child to make satisfactory progress, the SENCo may seek advice and support from external agencies. This is called Early Years Action Plus.

If the child already has an identified SEN, then the records will be passed on when the child starts school. The SENCo, class teacher and support staff will use the information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child and to ensure adequate progress within the class
- Identify any barriers to learning and individual strengths
- Ensure ongoing observation and assessment, provide regular feedback about the child's achievements and experiences, to inform the basis for the planning of the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

School Action

When a class teacher, support teacher, parent or SENCo identify a child with SEN, then interventions will be provided as part of the school's usual differentiated curriculum.

A child who has been placed on school action will have one or more of the following:

- Despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly at the child's area of weakness
- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas

- Presents persistent emotional or behavioural difficulties that are not relieved by behaviour management techniques employed by the school
- Has sensory or physical difficulties, and continues to make little or no progress
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases an outside professional may already be involved with the child. The school will endeavour to liaise with these professionals to ensure continuity of provision in school. Parents will always be consulted and kept informed of any action taken to help the child.

Nature of Intervention

Intervention may include:

- Different learning materials or special equipment
- Extra adult time to devise the nature of the intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA/NHS services for occasional advice on strategies
- Some group or individual support

Inclusion and Provision of Support

Children with SEN should generally take part in their classrooms with their peers (with group or individual support where appropriate) but separate provisions may be necessary for specific purposes.

This may include:

- Small group withdrawal
- Targeted teaching to address concepts that have been only partially understood
- Teaching Assistants targeting specific individuals or small groups within the class under the direction of the teacher

Strategies employed to enable children to progress will be recorded within an Individual Education Plan (IEP).

Individual Education Plan

The IEP will include information about:

- The short term targets set for the child
- The teaching strategies used
- The provisions to be put in place
- Review date
- Outcomes

The IEP will record action that is additional to, or different from, the curriculum. The IEP will be reviewed bi-annually and parents' views will be sought. Wherever possible, the child will take part in the review process and be involved in setting targets.

School Action Plus

The child that has been placed on School Action Plus (SAP):

- Has continued to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below what is expected of a child of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of others
- Has sensory or physical needs, and requires additional specialist equipment or regular advice by the specialist services.
- Has been diagnosed with dyslexia and is receiving dyslexia tuition within school

A request for significant support from external services is likely to follow a decision taken by the SENCo and colleagues in consultation with parents, at a review meeting of the child's IEP. At SAP external support services will usually see the child so that they can advise teachers on new IEP, with new targets and strategies. They will be implemented, at least in part in the normal classroom setting.

Statutory Assessment of SEN under Section 323 of the 1996 Education Act

Where a child on SAP has demonstrated significant cause for concern a request for Statutory Assessment is made by the school to the child's L.E.A.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- The child's IEPs
- Records of reviews and their outcomes
- Medical information where relevant
- National Curriculum levels of attainment in Literacy and Numeracy
- Education and other assessments e.g. Educational Psychologist, Specialist Teacher
- Views of the parents and child
- Involvement of outside agencies
- Other documentation as required

Statutory Assessment involves consideration by the LEA working with the parents, school and any outside agency, as to whether a statutory assessment is necessary. The request for an assessment can be made by the school, parents or an outside agency.

When the evidence presented to the LEA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may require special educational provision (that cannot be reasonably be provided within the normal resources available to the school), the LEA will consider the case for a statutory assessment of the child with SEN.

A Statement of SEN will include:

- Pupil's name and address, date of birth, home language and religion
- Details of the pupil's special needs
- The special educational provision necessary to meet the pupil's SEN
- The type and name of the school where the provision is to be made
- Relevant non education needs of the child
- Information on non educational provision

All children with a statement of SEN will have short term targets set for them that have been established after consultation with parents and pupil and will include targets identified in the statement. These targets will be set out in the IEP and be implemented, at least in part, and as far as possible in the normal classroom setting.

Annual Review of Statement

All statements must be reviewed annually. The SENCo will invite the parents, LEA and other professionals involved to a meeting where they will consider whether any amendments need to be made to the statement. The feelings of the child will be sought during this process.

The annual review will focus on what has been achieved as well as any difficulties that need to be resolved. For Year 6 pupils consideration of secondary transfer will be made. For Year 9 pupils

consideration of curriculum choices will be made. For Year 10 pupils consideration of special examination arrangements and college/sixth form placements will be made.

Partnership with Parents

We believe that parents have an essential role in enabling children with SEN to make progress, become successful learners, confident, self-assured and independent children. Children's learning is more effective if parents are fully involved. Parents will be informed directly if the School feels that the child may have SEN. The class teacher/support teacher and/or SENCo will hold termly reviews to discuss the child's progress and set targets. Parents will be sent a copy and be invited to comment.

Links with outside agencies

The School maintains links with support agencies and other professionals. These can include:

- Educational Psychologist
- Educational Welfare Officer
- Speech and Language Therapist
- School nurse
- LEA/NHS advisor
- Child and Family Services
- Social Services
- Specialist Dyslexia Services

Dyslexia Policy

Introduction

The Dyslexia Policy is not separate, rather it is integral, to the Special Educational Needs Policy and should therefore not be read in isolation.

1.1 The term dyslexia is derived from two Greek words – 'dys' meaning 'difficulty' and 'lexicos' meaning 'words'. The literal meaning is thus: 'difficulty with words' which may be extrapolated to 'difficulty with reading and spelling words'.

1.2 Despite considerable scientific and educational research in recent years there remains a wide variety of terminology and definitions which are a major source of disparate findings regarding the extent and causes of dyslexia. Subsequently, there remains no universal definition of dyslexia and estimates of the number of dyslexic pupils vary widely between 5 and 12 percent of the population.

1.3 From the many definitions made available, Normanhurst School endorses the following working definitions believing them to be complementary, as they relate to the effects upon the learner.

“Dyslexia may be evident when fluent and accurate word identification (reading) and/or spelling does not develop or does so incompletely or with great difficulty.” (British Psychological Society: Division of Educational and Child Psychology (D.E.C.P.)(Report 1999).

“Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills other have strong oral skills. Whilst others have no

outstanding talents, they all have strengths. Dyslexia occurs despite conventional teaching. It is independent of socio-economic or language background.” **(British Dyslexia Association)**

1.4 These definitions essentially support the view that:

- Dyslexia relates to a broad range of difficulties associated with literacy and learning.
- Individual experience and differences will be present.
- Pupils with dyslexia, may have high performance ability in contexts other than literacy
- The needs of each individual and strengths in their learning need to be identified in order to develop suitable teaching approaches

1.5 It is acknowledged that although certain characteristics associated with dyslexia may vary from one individual to another, so cannot be used within a single definition, characteristics can be used to support identification, assessment and provision.

Identification

Identification of need can be achieved through teacher assessment and observation, parental concern, outside professional agency or from the child.

- It is the responsibility of all teachers to provide appropriate support to children who are struggling to achieve. If this support: differentiated work, additional work, additional one-to-one assistance, fails to adequately improve the child's ability, then identification of a difficulty can be recorded and along with supporting documentation, can be referred to the SENCo.
- Identification of need can be given via parental concern. Usually, this concern is shared with the class/form Tutor, who in turn discusses the concerns with the SENCo.
- A child with a specific learning difficulty may be admitted to Normanhurst School with previously identified needs, in the form of school records, Educational Psychologist's Assessment Report or Specialist Teacher's Assessment Report. In this case the advice will be followed, until an up-to-date assessment can be carried out.
- Children are often aware of their difficulties and will sometimes share their concerns with a teacher, who is then in a position to consult with subject teacher and parents, to assist in supporting a proposal of an assessment.

Assessment

Following collation of all relevant documentation/evidence, discussion with parents and child, an educational assessment will be conducted by the Specialist Dyslexia Teacher/SENCo.

The results from the assessment will be presented in a report, which will then be discussed with parents and child. Further to these discussions, teachers will be informed of the child's strengths and weaknesses and advice will be given on appropriate classroom teaching strategies.

Provision and Aim

Normanhurst School has a Dyslexia Unit, which is used to teach dyslexic children, presently in small groups, four lessons per week. These students attend the Unit whilst their peers attend French lessons. Depending upon the size of the group, the needs of each child are incorporated in the delivery of each lesson, using a multi-sensory approach teaching approach, provided by a Specialist Dyslexia Teacher.

The aim of the Dyslexia Unit is not to substitute the need for one-to-one specialist teaching, rather it should be viewed as an accompaniment, which endeavours to provide appropriate training in

general areas of need. This provision is subject to availability and is limited by size and resources.

Data Protection & Human Rights

In line with the Data Protection Act, Normanhurst School will endeavour to safeguard the anonymity of all students and staff in relation to school records including assessment and SEN information.

The Data Protection Act outlines 8 key principles. These principles are:

1. Personal Data must be processed fairly and lawfully and shall not be processed unless: a) at least one of the conditions in schedule 2 is met and, b) in the case of *sensitive personal data*, at least ONE of the conditions in schedule 3 is ALSO met. The document can be viewed at www.hmsso.gov.uk/acts_1998/19980029.htm
2. Personal data must be processed for specified purposes.
3. Personal data must be adequate, relevant and not excessive.
4. Personal data must be accurate and kept up-to-date.
5. Personal data must be held no longer than necessary
6. Processing in accordance with the rights of the data subject. (See Human Rights Legislation Articles 8 and 14).
7. Personal data must be protected by appropriate security measures.
8. Personal data must not be transferred outside of the EU without adequate protection.

In line with Human Rights Legislation: The Human Rights Act (1988) effective from 2nd October 2000; Articles 8 and 14, Normanhurst School will endeavour to:

1. Honour parental right of access to test information set against maintaining test security, unless of course the information is required by a Local Education Authority as part of reviewing a child's performance.
2. Obtain informed consent prior to the assessment of a child's needs. Action can still be taken if consent is not obtained, if failure to act is considered detrimental to the child's needs.
3. Limit accessibility to the results of assessment tests to those who have a need-to-know basis.
4. Ensure safe and secure storage of test information.
5. Ensure test data is valid over time and update information when needed.

Glossary of Terms

SEN	Special Educational Needs
LEA	Local Education Authority
NHS	National Health Service
SENCo	Special Needs Co-ordinator
SATs	Statutory Assessment Tasks
SA	School Action
SAP	School Action Plus