

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

This document should be read in conjunction with:

- Equal Opportunities
- Curriculum documents
- SENDA 3 year plan
- Premises and Accommodation Statement
- Admissions Policy Statement and procedures
- UCST Testing document

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POLICY STATEMENT

As part of the HCS commitment to equal opportunities and to help achieve the school's aim of focusing on the individual there are SEN and procedures for pupils with Learning Difficulties (LD) in place across the school from Early Years to sixth form.

From time to time there may be pupils with SEN statements as defined by the Code of Practice and there may well be liaison with the local authority or specialist agencies with an annual review process. SEN and LDs at HCS also includes pupils with physical disabilities such as dyspraxia or pupils who are wheelchair bound, and those with learning difficulties such as dyslexia. Pupils who are statemented have an annual review in line with Hampshire County Council or other LA procedures and supply information to the LA as required. The school follows the SEN Code of Practice, including for Early Years Pupils.

Pupils are assessed on entry to school and also on transfer from Year 6 to Year 7, and are given an individual learning plan if appropriate. In the Junior School all pupils from Year 1 to Year 6 have an ILP with individual targets in English and maths to enable each individual to reach their potential. Those pupils with special educational needs have an additional ILP (LS). In the Senior School, those pupils on the Learning Support Register, who have 1:1 lessons in school, also have an ILP. Parents are asked on entry to give details of any special educational needs and provide the school with any relevant reports or statements.

HCS is committed to providing a curriculum and teaching which effectively provides subject matter that is appropriate to the ages and aptitudes of the pupils, including those with statements. It is also committed to providing a curriculum and teaching which all pupils, including those with special educational needs, have the opportunity to learn and make progress. The SENCOs work with outside agencies and Educational Psychologists reports to provide the “best for everyone”. The school is also committed to ensuring that the physical space, furniture and fittings are appropriate to the age needs (inc. any special needs) of the pupil.

The school recognises its responsibilities under the Special Educational Needs and Disabilities Act (SENDA) in that it undertakes to:

- a) Ensure that disabled pupils (current and prospective) are not treated less favourably
- b) Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.
- c) Have a 3 year plan which sets out (including timescales):
 - i. The extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
 - ii. How written information is made accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.
 - iii. Proposed developments in physical access to educational and associated services.

In the Junior School the SENCO is Mrs Diane Brown. In addition there is a Learning Support teacher, Mrs Winfield.

In the Senior School the SENCO is Mrs Helen Garside. In addition there are 4 Learning Support teachers Mrs Beverley Jones, Mrs Alison Mole, Mrs April Wolfe and Mrs Barbara Jobson.

There is provision for the particulars of educational and welfare provision for pupils with statements and pupils for whom English is a foreign language to be made available to parents of current pupils and those pupils admitted and soon to arrive.

Recommendations and Guidance

- All students at HCS are entitled to have their particular needs recognised and met within the resources available at HCS.
- All students will be enabled, as far as possible, to achieve success.
- Students with SEN or LD will be taught together with their peers for as much time as is possible to address their needs.
- All staff have a responsibility for meeting the needs of students with SEN or LD and for distinguishing between a learning need and a behavioural need, and catering for both.
- All teachers, in every curriculum area, are responsible for making their curricula accessible to all students and for engaging students with SEN or LD by deploying appropriate strategies from a wide variety of teaching styles, within the courses available.
- In determining strategies for individual students with SEN or LD, the views of the students and parents will be sought by the Learning Support team and taken into account. (However, these must comply with JCQ regulations.)
- Each student receiving learning support will have an individual learning plan that is updated at least annually. The plan will be known by the student’s teachers as well as by the student.
- Where a child who has SEN or LD is being educated at HCS, the school will make appropriate provision, at a cost to parents, so far as is reasonably practicable, and is compatible with:
 - (a) the child receiving the provision within the resources available,
 - (b) the provision of efficient education for the students with whom he/she will be educated, and
 - (c) the efficient use of resources

PROCEDURES

1. In the light of Government guidelines laid down in the **Special Educational Needs Code of Practice** (2001) the school has adopted a graduated response to the identification of, and provision for, pupils who may need extra support for learning.

2. The Learning Support Register

This is essentially a list of pupils for whom extra learning support has been provided, or pupils who are monitored. It records:

In the Junior School:

- The date that a pupil's name is first added
- The reason for providing extra support
- The dates of reviews
- Stage/s of support
- Parental involvement
- Contact with outside agencies.

In the Senior School:

- Student's name and date of birth
- The learning difficulty
- The stage of support
- Dates of EP assessments
- The reason for providing extra support

3. Individual Learning Plan (ILP) Review Cycle

While the setting and reviewing of short-term targets within ILPs is a continuous process, the plans are reviewed formally at least twice a year and more frequently if necessary. Teachers and the pupil are consulted and a new plan is drawn up if necessary.

4. Roles and Responsibilities

The LGB will review the implementation of HCS's SEN policy and ensure that information is reported to the LGB.

The Principal has responsibility to ensure that:

- resources for supporting students with SEN and LD are deployed fairly, appropriately and efficiently,
- appropriate training is provided for Learning Support staff,
- there is systematic monitoring of the policy's implementation and that the findings are reported to the LGB on an annual basis.

The SENCo has responsibility for:

- The day-to-day operation of the SEN arrangements and for co-ordinating the provision for students through 'School Action', 'School Action Plus' and 'Statements of Educational Needs'
- Leading and managing the SEN Team
- implementing the system for the identification of students with SEN and LD,
- Devising individual learning plans for students taught by the SENCo receiving learning support in school,
- the recording of interventions and actions at the various stages in meeting a student's SEN or LD.
- Maintaining the SEN register
- Overseeing the records of all pupils on the Learning Support Register
- Working as consultant to class and subject teachers throughout the school in matters relating to pupils with special needs.

- Liaison with other agencies (i.e. Educational Psychologists, Occupational Therapists, Speech Therapists etc.)
- Ensuring that the ILP review cycle is maintained.
- Providing structured, individual teaching to those pupils identified as needing additional teaching outside the classroom.
- Assessment of specified, individual pupils' special needs.

The SEN Teacher is responsible for:

- Assessment of specified, individual pupils' special needs.
- Providing structured teaching to specific pupils identified as needing additional teaching outside the classroom.
- Keeping records of planning, provision and assessment for those pupils
- Liaison about those pupils with teachers and parents.
- Regular reviews of ILPs.
- Devising individual learning plans for students taught by the SENCo receiving learning support in school.

The Learning Support Assistant (LSA) is responsible for:

- Providing structured support for individual pupils as they work through specific programmes as directed by the SENCo.
- Liaison with the SEN team and contribution to the planning and evaluation of provision for the needs of those pupils

5. Definition of SEN:

A pupil has special educational needs if s/he has significantly greater difficulty in learning than the majority of pupils within the school.

Examples of special educational or learning difficulties needs include:

- Identified specific learning difficulty e.g. Dyslexia.
- Significant gap between ability and achievement
- Inability to make reasonable progress
- A disability that prevents the pupil's full use of the school's educational facilities.
(NB: *Not all pupils with special educational needs will have a disability; and not all disabled pupils will have special educational needs.*)
- Speech, Language and Communication Needs (SLCN) or Autistic Spectrum Disorder. (ASD)
- A behavioural, emotional or social difficulty that has a negative impact on learning. (BESD)
- The special educational needs of very able pupils will be addressed via individual ILP's. This work will be directed by the A G and T coordinator

6. Identification

The school recognises the importance of early detection of special educational needs and learning difficulties. In order to identify pupils who may need extra support the following will be taken into account:

- Evidence from teacher observation and assessment.
- Information from a pupil's previous school/s.
- Outcomes from a range of screening and assessment tools.
- Reports from outside agencies such as Educational Psychologists, Occupational Therapists, Physiotherapists or Speech and Language Therapists.
- Pupils' concerns and views
- Parents' concerns and views
- Those with English as an additional language

However, special consideration in Senior School public examinations is determined solely by the rules of JCQ.

The triggers for informing the Learning Support team of concerns by teacher or others, underpinned by evidence, about a young person who, despite receiving differentiated learning opportunities are as follows:

The pupil:

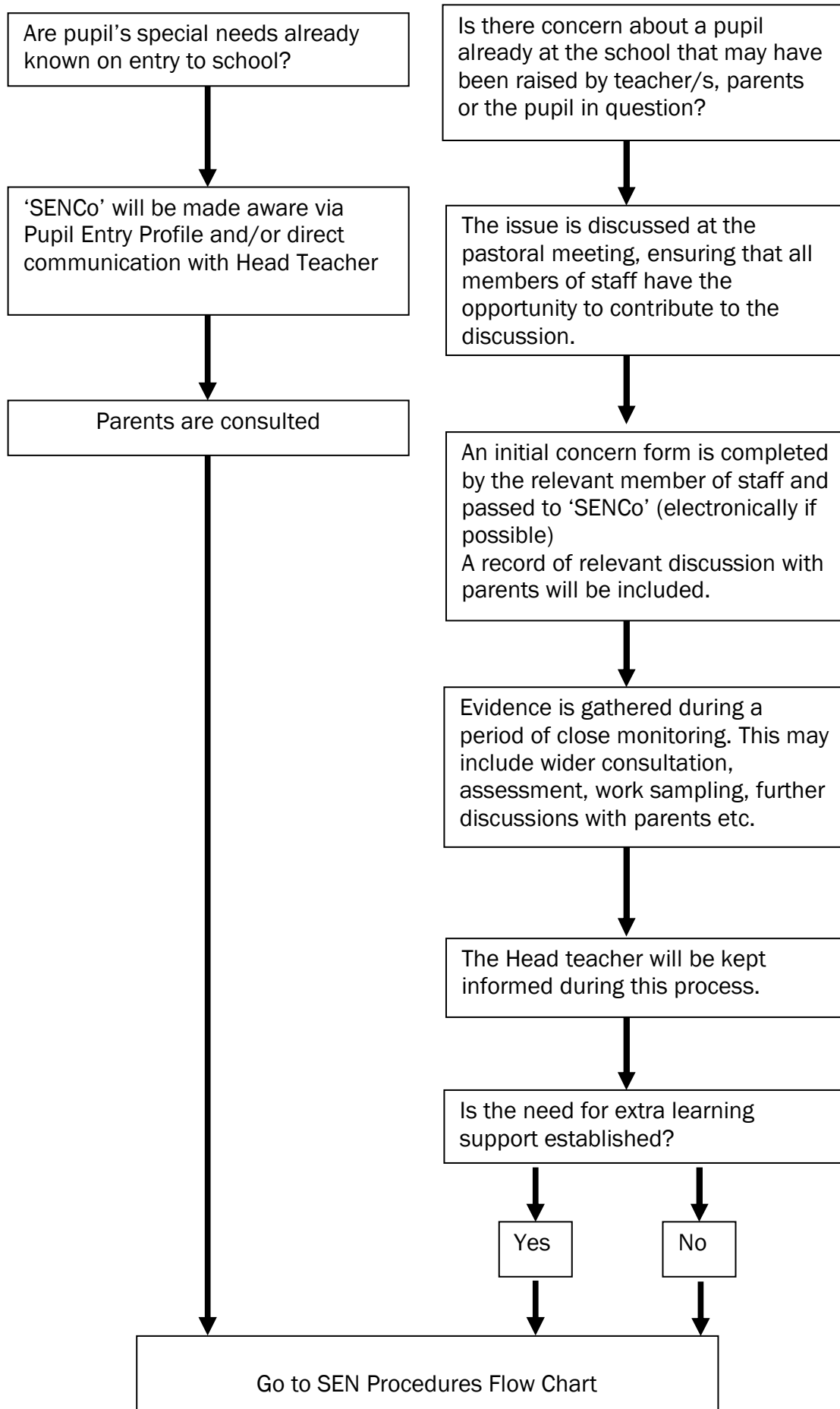
- (a) makes little or no progress even when teaching approaches are targeted particularly to that student's identified areas of weakness,
- (b) shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas,
- (c) has sensory or physical problems and continues to make little or no progress,
- (d) has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

Furthermore, all students on joining HCS, and at transfer to Year 7, will be assessed in numeracy and literacy. This will help identify students with SEN and LD. The continuous monitoring of students during their time at HCS will further identify those with potential special educational needs for whom careful diagnosis will be required.

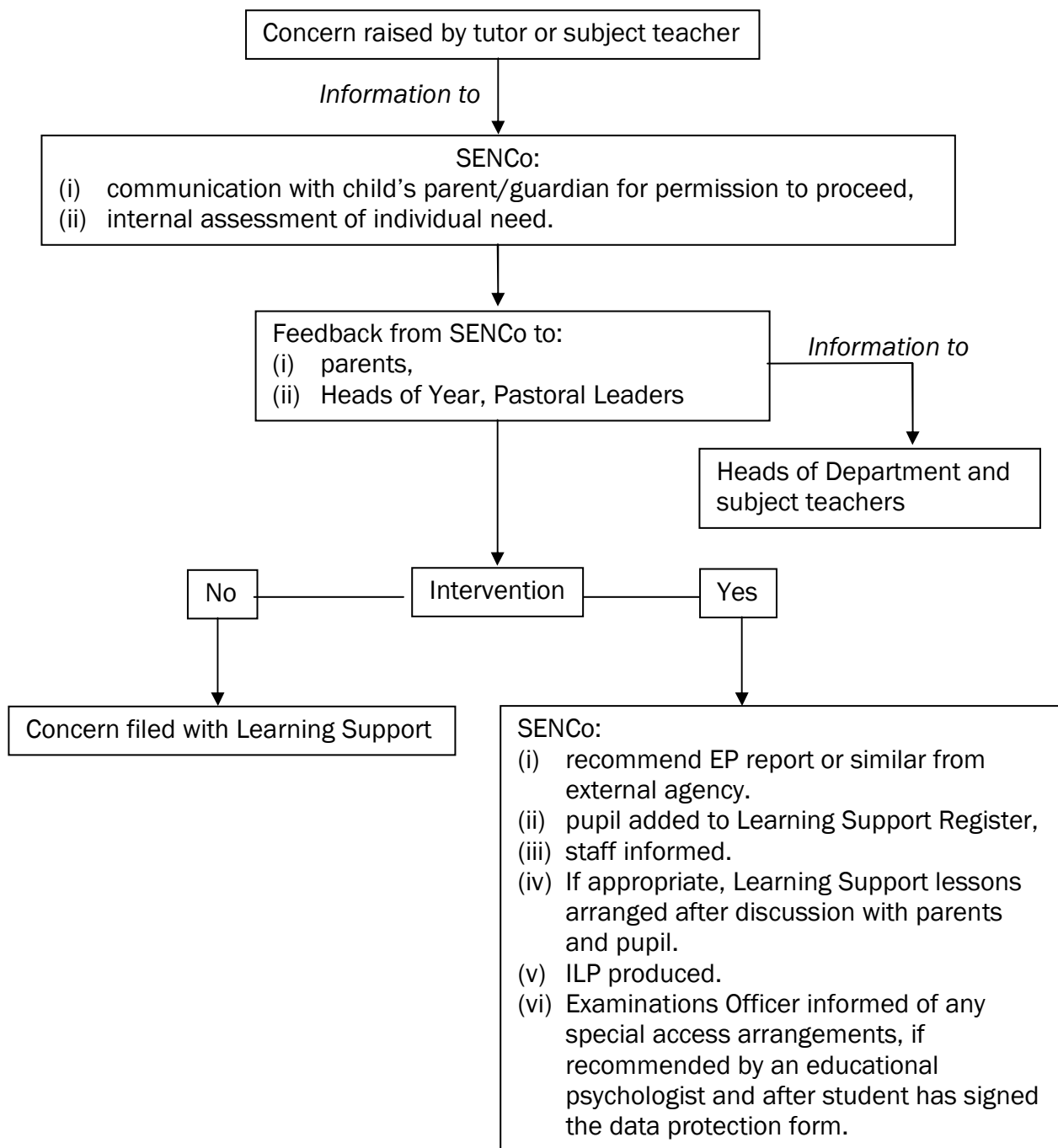
In addition to the above, there is a commitment at Hampshire Collegiate School to ensuring that emergency evacuations can be accomplished safely for all pupils, including those with special needs. That the school allows pupils, including those with special needs, to enter and leave the school in safety and comfort. The school has regard to the number, age and needs (including any special needs), when allocating classrooms so that they are an appropriate size to allow effective teaching, that furniture and fittings are appropriately designed for the age and needs (including any special needs) of pupils registered at the school and, finally, there is cross-reference to the school's Able, Gifted and talented policy.

APPENDICES

APPENDIX 1. RAISING AN INITIAL CONCERN (JUNIOR SCHOOL)



APPENDIX 2. RAISING AN INITIAL CONCERN (SENIOR SCHOOL)



Review date: October 2012