

# **RUCKLEIGH SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

At Ruckleigh we acknowledge that some children will permanently or from time to time, have a significantly greater difficulty in learning than other children of their age. Some may have disabilities which prevent or hinder them from making use of the educational facilities provided for our pupils. We will give these pupils individual consideration and make special provision for working in partnership with others as necessary. All pupils who join Ruckleigh, whether they have a special need or not, have an opportunity to participate in the full curriculum of the school and all activities.

This policy should be considered along with the schools Equal Opportunities Policy, Behaviour and Discipline Policy and Admission arrangements.

### **Aims**

- To provide a curriculum appropriate for all children with Special Needs including: learning difficulties, communication and interaction difficulties, behaviour, social and emotional difficulties and sensory or physical impairments.
- To work in partnership with the parents and the child to achieve this and raise their attainment.
- To ensure that the special educational needs of all children are identified, assessed and provided for as early as possible.
- To raise awareness of the needs of these pupils within the school
- To offer all children equal opportunities.
- To create an environment that meets the special educational needs of each child.
- To raise the profile of Special Needs issues and provide in service training and support where necessary.

### **Objectives**

- To support pupils with special educational needs so that they can access the school curriculum to the best of their abilities.
- To provide strategies that will allow pupils with special educational needs to overcome some of their difficulties
- To improve reading and literacy skills
- To enable pupils to access the main school curriculum.

### **Identification and Assessment**

A range of strategies are used during the identification process:

- Teacher observations, monitoring and assessment
- Measuring pupil performance against objectives in the Literacy and Numeracy Frameworks
- Assessing children's work
- Standardised testing
- End of key stage level descriptions
- Parental concern

- Nationally standardised tests are used yearly and pupils who under perform are registered and their progress monitored
- Tests used include Lucid Cops, NFER, Salford Reading Test, SWRT, SWST
- Pupils are encouraged to have vision and hearing checked regularly.
- Pupils are encouraged to have reports assessments from Educational Psychologists, Speech and Language Therapists and Occupational Therapists as appropriate.

### English as an Additional Language

A child is not considered to have a special need simply because they lack competence in the English language. Pupils identified as needing language support are given an oral 1:1 assessment and where appropriate a written assessment in order to ascertain their level of English and the appropriate level of support required. However, if a child who has English as an additional language makes slow progress it should not be assumed that their language barrier is the only reason.

### The Graduated Response

The school has a graduated response in supporting the needs of children with special needs. At every stage responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the class teacher.

### Class Differentiation (CD)

The class teacher identifies and consults the SENCO; intervention should be through the usual class differentiation.

### The Concern List (CL)

This is a pre-record identification that should be used in periods of uncertainty. The class teacher identifies and consults the SENCO; the SENCO puts the child on the Concern List; intervention should be through the usual class differentiation but the child will be closely monitored. Parents will be invited into school to discuss the progress of their child and given ideas of how they can help at home. Parents may also be able to provide valuable information to aid the assessment and identification process.

The Concern List is updated every term following a brief meeting with the SENCO and the appropriate class teachers.

### School Action (SA)

If the class teacher or others are concerned that, despite receiving differentiated learning opportunities, progress is still not satisfactory, the SENCO will make the decision to initiate School Action alongside the class teacher. Parents will be informed of the school's decision and following their approval, intervention through School Action will begin.

An Individual Education Plan (IEP) will be devised in consultation with parents and where appropriate the child.

The IEP will contain:

- The nature of the pupil's difficulties
- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

The IEP will only record targets that are different or additional to the normal differentiated curriculum which is already in place.

A copy of the IEP will be kept in the child's file and also in the SEN register. The child's progress will be continually monitored by the class teacher and SENCO. An IEP review will take place every term. The reviews will be of an informal nature and will coincide with routine parents' evenings, unless parents request a private meeting. Whenever possible the child should be involved in the review process and encouraged to monitor their own progress towards their targets. During the review process the progress made in meeting the targets will be discussed and new targets for the plan will be set as necessary, unless sufficient progress has been made and the plan is no longer needed. If a child has made very little progress further action may be needed.

### **School Action Plus (SA+)**

The SENCO in consultation with the class teacher and parents may wish to involve external agencies to further support the child if the child:

- Continues to make little progress in specific areas over a long period
- Continues to work on a curriculum substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties substantially below that expected of children of a similar age.
- Has sensory or physical needs and requires additional equipment or regular visits by practitioners from a specialist service.
- Has on going communication or interaction difficulties that impede social development and cause barriers to learning.

The SENCO will contact appropriate agencies/ specialists or will advise and assist parents in contacting external agencies. External agencies may act in an advisory capacity, or provide additional specialist assessment.

It is important at this stage to recognise that Ruckleigh is an Independent School and is unable to access many of the support agencies used by LEA schools. Hence some of the specialists we may recommend will also be independent and will therefore charge for their services. Fees for these services will be a private arrangement between parents and the external professional involved.

The child's progress will continue to be monitored by the class teacher, SENCO and any external support services involved. The child will continue to have an IEP and the IEP should take into account any advice given from outside specialists. An IEP review will take place every term, the SENCO will take the lead in SA+ review meetings and the meetings may become more formal. Parents will be invited to review meetings and views of parents and the child will both be considered.

### **Statutory Assessment**

If the support given through School Action Plus is not effective in enabling the child to make satisfactory progress, it may be necessary to consider a statutory assessment. A request for a statutory assessment can be made to the Local Education Authority (LEA) by the school or the child's parents. The LEA is then responsible for deciding whether a statutory assessment is necessary and for carrying out the assessment. The SENCO will provide the LEA with all documentation relating to the child's special educational needs. The SENCO will also support the parents and the child throughout the assessment process.

### **Working with children with statements of special educational needs:**

All children with statements of special educational needs should have short term targets set. In the majority of cases the strategies to meet these targets will be set out in an IEP. As at School Action and School Action Plus the IEP should record only that which is different to or different from the differentiated curriculum plan. All statements will be reviewed annually. The annual review of a pupil's statement ensures that once a year the parents, the pupil, the LEA, the school and all other professionals involved, consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The SENCO is responsible for arranging the annual review and assisting the Headmistress with completing relevant documentation.

### **The Role of the Class Teacher**

The role of the class teacher is to:

- Be familiar with the SEN policy and its procedures.
- Identify each child's needs.
- Advise parents of any concerns.
- Monitor and assess progress and maintain appropriate records.
- Ensure that the delivery of the curriculum allows each child to experience success.
- Differentiate work appropriately
- Ensure that all pupils receive a broad and balanced curriculum.
- Make the SENCO aware of children that are a concern.
- Liaise with the SENCO and Headmistress to discuss targets needs and provision for children with special needs.
- To complete IEPs which should be reviewed and updated regularly.

### **The Role of the SENCO**

The role of the SENCO is to:

- Be responsible for the day to day operation of the school's SEN policy
- Maintaining the school's SEN register and over seeing the records of all pupils with special educational needs
- Liaising with parents and pupils
- Advice and support and liaise with other practitioners in the school.
- Ensure that relevant background information about individual children with SEN is collected, recorded and updated.
- Ensure appropriate IEPs are in place.
- Liaise with outside agencies where appropriate.
- To attend relevant courses and provide training/feedback to all staff.
- Ordering required resources

### **The Role of the Headmistress**

The role of the Headmistress is to:

- Be the "responsible person" as outlined in the 2001 Code of Practice 1:19.
- Ensure that appropriate and adequate training is provided for all staff.
- Ensure that all resources required are made available.
- Liaise with the SENCO, parents and outside agencies where appropriate.
- Provide support for the SENCO.
- Ensure that programmes are put into place for the assessment of new entrants.

## Parents

- Parents must be partners with the school in helping their child towards achieving his/her maximum potential.
- Continuous parental support is vital and will play a large part in ensuring the future success of their child.
- Parental involvement should be enlisted at the earliest stages, as information gained may be a valuable asset in the identification process. Parents are encouraged to contact the school if they have a problem to discuss.
- Parents will be made aware of any information, advice and guidance in relation to the SEN of their child so they can make appropriate informed decisions, which may include contacting external agencies or applying for a Statutory Assessment.
- Parents receive copies of Individual Education Plans and notification of some standardised testing results.
- Parents are invited into school for parents' evenings to discuss their child's progress
- The school operates an open door policy and parents are contacted informally if a difficulty arises.

Parents may wish to contact Solihull Special Needs Active Partnership which can offer support through the special educational needs processes and put parents in touch with support groups, meetings and other parents.

## Pupils

- Children are involved at an appropriate level in setting their IEP targets.
- Children are also encouraged to make judgements about their own performance regarding their IEP targets.