



# **FYLING HALL SCHOOL**

## **Special Educational Needs Policy**

**Last updated: 7 February 2008**

## **Special Educational Needs Policy**

### **Rationale:**

Fylinghall, together with its Junior School, White Hall, is a community in which every person is equally valued and where attainment is measured individually. Both schools seek to ensure that the needs of all children assessed as having Special Educational Needs, are fully addressed, and that provision is made for those pupils to receive a broad, relevant and balanced curriculum within all mainstream forms.

### **Introduction:**

The school is committed to:

- ❑ Implementing the graduated steps outlined in the 2002 DfES SEN Code of Practice, together with recommendations from the Independent Schools Council.
- ❑ Supporting the learning development and extension of able and gifted children.
- ❑ Enabling dyslexic children to reach their potential.

### **Definition of Special Needs**

The Code of Practice applies the term Special Educational Needs to any pupil who has a learning difficulty for which special provision is made. Special Educational Provision means that which is **in addition to** or otherwise **different from** the provision generally made for children of the same age, whatever its duration. Many children may require special needs provision at some point in their lives.

### **Aims:**

Fyling Hall and White Hall aim to identify and assess children's needs, and then design Individual Educational Programmes and support timetables to ultimately enhance the curriculum for SEN children, and enable them to reach their potential.

### **Objectives of Special Needs Departments**

- To work in conjunction with mainstream staff, advising them of pupils' difficulties and offering in-class support.
- To provide regular staff training on SEN issues.
- To ensure that the needs of all pupils with SEN are addressed, and to provide access to a broad, relevant and balanced education within mainstream classes.
- To identify support needs as early as possible, through a flexible and responsive system of referral and assessment.
- To provide a Learning Support base where IT can be used to support the learning process.
- To maintain an effective system of monitoring and record keeping.

- To maximise access to the curriculum and to facilitate a differentiated curriculum, to help meet individual needs.
- To secure links with parents as partners in the learning process, allowing them access to information and encourage their participation in the decision making process.
- To foster and maintain links with outside agencies, such as the Dyslexia Institute, Learning Support Services, Educational Psychologists and Beck House [CAMHS].
- To respect and respond to the student's perspective of his/her support requirements.

## **Disability Issues**

Fylinghall and White Hall aim to follow the requirements set out in the Code of Practice for Schools [2002] which extended the Disability Discrimination Act 1995.

Where disability issues are relevant, close liaison will take place between staff and parents. If necessary, appropriate outside expertise will be sought from:-

- LEA Early Years Support Network at the Foundation Stage
- Education Service for Physical Disability ( ESPD)
- Whitby & District Disablement Group

Risk Assessment will be conducted to ascertain any reasonable, affordable adjustments, which may be needed in the physical access arena, and appropriate adjustments taken to enable equal access to the curriculum where possible.

## **Inclusion**

- It is a priority at Fyling Hall and White Hall that children are 'included' i.e. children are given access to the whole curriculum, with differentiation as appropriate. Occasionally, and after full consultation with tutors and parents, a student may be furnished with an amended timetable, to enable greater Literacy support, with fewer MFL lessons.
- Timetables may be adapted to meet the needs of the child.
- Use of specific IT to facilitate learning is considered for each child. i.e. text help, voice operated software, use of laptops, and lap-tops for use in the classroom.
- Children of a Dyspraxic nature will have available a course of movement therapy, and motor coordination exercises which will help with fine motor skills in Year 7 at Fylinghall and, if appropriate, White Hall.

## **Specialist Teaching**

School-based specialist teaching is provided by two SEN tutors both of whom have a qualification in the teaching of dyslexic students. Children attending these lessons will have received a full

educational and psychological assessment and parents will be given full details of the course offered by the SENCO .

Acceptance of a teaching program will be the responsibility of the parents of the child concerned. At the same time they accept responsibility for covering the fees incurred.

The immediacy of this specialist teaching enables a close working relationship between the school and the Specialist staff. It is a priority to closely support the work of the tutors, and they liaise regularly with subject staff.

### **Admission, Identification and Assessment Arrangements**

Children are admitted to White Hall if it is deemed that they would benefit from the curriculum, resources and available expertise, and with regard to the balance of abilities in their particular year group.

Consideration is also given to entry in the Senior School through: -

1. Performance history in their previous school.
2. Analysis of the results of a full **Psychological Assessment** from a Qualified Educational Psychologist.
3. Full SEN information must be made available to the school **before** admission is considered.

Careful consideration will be given as to whether the child will be able to access the curriculum given the level of learning support available.

Both Senior and junior schools follow the graduated process outlines in the 2002 DFES Code of Practice.

- Fylinghall will receive **SATS results** from Primary Schools
- All pupils will be **screened in the Autumn term**, using CATS a non-verbal reasoning test, a standardised reading and spelling test, and a profile of each child will be produced. This will be circulated to all staff for use as a **working document**.
- All pupils from White Hall Year 6, who have any Special Needs profile from their time in the Primary School, will have their records passed on to Fylinghall Special Needs department and Year 7 tutors advised accordingly.
- It is the legal responsibility of all staff to assist in identifying pupils with SEN. Referral forms are available in the senior staff room, and White Hall office. This will lead to: -
  - (a) gathering of appropriate information
  - (b) further assessment
  - (c) entry at appropriate level on SEN register
  - (d) setting up of support and monitoring arrangements
  - (e) contacting of outside agencies.
  - (f) consultation with parents.

### **The graduated process through the stages**

When a Class/ Subject Teacher identifies a possible Special Need: -

#### **Pre-Register Stage [ School Concern]**

- consults with colleagues, parents and child;

- ❑ tries various strategies in class to meet the child's need. If unsuccessful.....
- ❑ informs SENCO who registers the need;
- ❑ collects information,
- ❑ completes a Record of Concern
- ❑ **School Action Stage**
- ❑ with the SENCO prepares a short-term Individual Education Plan;
- ❑ gives close support to the child in the classroom, differentiating work as appropriate;
- ❑ monitors and reviews child's progress;
- ❑ after a reasonable time, depending upon the nature of the Special Need, if not enough progress is made, the child moves into the next phase.....
- ❑ **School Action Plus Stage**
- ❑ The advice of an **outside specialist** will be sought to further inform the school on meeting the special need of the child, and this information will be incorporated into the child's IEP.

Up to this stage, we would try to avoid any "label" for a child, e.g. dyslexia, dyspraxia, autism, without having gathered a file of observed evidence and sought further expert advice.

Should progress not be satisfactory at this stage, parents will be recommended further outside specialists, and consideration will be given to alternative educational environments. It may be clear at this stage that the child is unable to access and benefit from the school curriculum. The best interests of the child will be paramount.

## **For Fylinghall**

### **Review Procedure**

#### **A meeting of all interested bodies concerned with the child's development**

- **Information** about the student's progress will be requested prior to the meeting from:
  - (a) The subject teachers (round robin)
  - (b) Form Tutor
  - (c) Learning Support Tutor
  - (d) SENCO
  - (e) Parental Information form
- The Annual Review will include the following people: -
  - (a) the SENCO
  - (b) the student
  - (c) the parents
  - (d) Boarding House Staff (if appropriate)
  - (e) Form tutor
  - (f) Headmaster (if appropriate)
  - (g) Learning Support tutor
- The Review will take into account any assessment of need – also parental contributions made at the meeting to decide:
  - (a) Changes in support and provision, - transmitted in the IEP.
  - (b) Targets for the following year, against which progress may be assessed.

- A copy of recommendations will be circulated to the student, the parents and the staff concerned.

## **White Hall:**

### **Review procedure timetable**

There will normally be parental interviews through the school year. The parents' viewpoint is valued. Revised IEPs will become operational from September and April during the course of the year, more frequently if appropriate, especially at KS1. In the Easter term, a more formal review will be held for children at **School Action Plus** stage, involving Dyslexic teaching. Where dyslexia is not an issue, reviews will normally take place in the summer term.

### **Implementing Support Strategies: -**

## **SCHOOL ACTION**

### **The SENCO will: -**

- ❑ marshal all relevant information including outside sources;
- ❑ ensure the drawing up of an Individual Education Programme (IEP) based on assessments, tests and reports;
- ❑ ensure parents are informed;
- ❑ monitor progress with regular liaison with class or subject teachers;
- ❑ inform the Head teacher;
- ❑ review the IEP in consultation with parents and teachers, at least twice a year
- ❑ co-ordinate and provide extra support, mainly in class, or child withdrawal for intensive help, as appropriate.

The usual outcome of a review would be an amended the IEP. However, if insufficient progress is made, then the child moves on to the next phase. Here, the advice of an outside agency is sought, to better inform provision for the child.

### **School Action Plus**

- ❑ the SENCO keeps the Head teacher informed;
- ❑ obtains necessary outside advice, eg educational psychologist; OT, SALT.
- ❑ ensures continued consultation with parents;
- ❑ ensures revised IEP drawn up;
- ❑ monitors and reviews child's progress with all concerned, including the child.
- ❑ Provides in class support, personally and/or using an assistant.

At this phase, the reviews will include reports from relevant outside agencies, such as the DI, family doctor, speech therapist, ASMPAT etc.

### **NB:**

Should progress not be satisfactory at this stage, parents will be recommended further outside specialists, and consideration will be given to alternative educational environments. It may be clear at this stage that the child is unable to access and benefit from the school curriculum. The best interests of the child will be paramount.

Throughout the whole process of SEN assessment and support, parents will be fully informed and their opinions and perspectives valued.

### ***Examinations***

- For public examination concessions (GCSE and 'A' Level), arrangements with the examination boards will be made by the SENCO and the Examination Secretary.
- The SENCO will prepare Reading/Spelling/Timed Writing Assessments – all of which will be taken into account by the Educational Psychologist who will assess for exam concessions. For example, use of IT, transcriptions, extra time, readers, amanuensis etc.
- The examination boards' adjudications will be published for the students, the parents, and for teaching staff who will be invigilators.

### **Joint Reviews of SEN Arrangements**

- Regular meetings are held involving SENCO and Head teachers of both schools, with particular emphasis in the Summer Term on the transition from White Hall to the Fylinghall. These meetings will involve appropriate discussion of SEN issues and regular monitoring, evaluation and review of policies and practices in the school.
- Modifications to the policy are made in the light of current DfES information and the success of existing policies.

The support Department and Parents cooperate on the most effective ways to facilitate a happy learning environment throughout the child's life at Fylinghall.