

SPECIAL EDUCATIONAL NEEDS

1 Introduction & Rationale

Fyling 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 classes.

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 all pupils including those who are able and gifted children
- enabling pupils with specific learning difficulties, for example, dyslexia, to achieve their potential.

2 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.

3 Aims

The School aims 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.

4 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 enable 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 pupil's perspective of his/her difficulties and his/her support requirements.

5 Disability Issues

The School aims 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 Assessments 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.

6 Inclusion

It is a priority at Fyling 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 pupil may be furnished with a personalised, amended timetable, to enable greater learning 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 laptops for use in the classroom.

Children with dyspraxic difficulties will have available a course of movement therapy, and motor coordination exercises which will help with fine and gross motor skills.

7 Specialist Teaching

School-based specialist teaching is provided by the Head of Learning Support and a Learning Support teacher, both of whom hold specialist qualifications. Parents will be informed of the details of specialist teaching programmes by the Head of Learning Support. The school has access to an Educational Psychologist and other external agencies should further advice be needed. Educational Psychology assessments are paid for by the parents unless a pupil holds a LA statement of special educational needs. Acceptance of a specialist teaching programme will be the responsibility of the parents of the child concerned. At the same time they accept responsibility for covering any fees incurred. It is a priority to closely support the work of the tutors and to liaise regularly with subject staff.

8 Admission, Identification and Assessment Arrangements

Children are admitted to the Junior School 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:

- performance history in their previous school.
- analysis of the results of a full **Psychological Assessment** from a Qualified Educational Psychologist (if available)

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. Fyling Hall will also receive SATS results from primary schools.

All pupils will be **screened in the Summer term**, using standardised reading comprehension, sentence completion, spelling and mathematics tests. New starters will be screened in the Autumn term. Pupils will also be **screened in the Autumn term** using CATs. All information will be circulated to all staff for use as a **working document**.

All pupils from Year 6, who have a Special Needs profile from their time in the Junior School, will have their records passed on to Fyling Hall Learning Support Department. The Head of Learning Support will work closely with the Y6 teacher in order to enable a smooth transition to the senior school for any pupils with SEN.

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 Junior School office. This will lead to: -

- gathering of appropriate information
- further assessment
- entry at appropriate level on SEN register if necessary
- setting up of support and monitoring arrangements
- contacting of outside agencies if necessary
- consultation with parents.

The graduated process through the stages

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

School Action/WAVE 1

- consultation with colleagues, parents and child;
- the teacher tries various strategies in class to meet the child's need. If unsuccessful....
- teacher informs the Head of Learning Support who conducts further observations and assessments in liaison with the class teacher, Head of Department, parents and any existing outside agencies
- The Head of Learning Support and class teacher prepare an individual education plan which is reviewed every six months
- The Head of Learning Support works closely with the class teacher in order to support differentiation effectively, deploys teaching assistant support if available and monitors and reviews the pupil's progress.
- teacher includes a summary of all data, difficulties and strategies on WAVE 1 document.
- Parents are fully informed of the action taken to help their child and regular contact is maintained
- Pupils *may* be offered additional 1:1 (WAVE 3) and /or group lessons (WAVE 2) in order to enhance basic skills, social and emotional aspects of learning and to support work across the curriculum
- pupil is placed on the SEN register
- after a reasonable time, depending upon the nature of the Special Need, the pupil may be removed from the register, remain at School Action or, alternatively move to the next stage of the register. If insufficient progress is made, the child moves into the next phase.....

School Action Plus/Wave 2

As well as all of the above:

- 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.
- Pupils *will* be offered additional 1:1 and /or group lessons in order to enhance basic skills, social and emotional aspects of learning and to support work across the curriculum

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.

Pupils with Statements of Special Educational Needs are considered for admission to Fyling Hall. Independent School fees for statemented pupils are not usually met by the LA. Prior to the consideration of admission the following must be implemented:

- meetings are to be held between parents, child, The Head of Learning Support and the Headmaster;
- a copy of the statement and IEPs must be made available to the school along with a report from the current school;
- pupil should attend a taster day

The Annual Review will include the following people: -

- (a) the Head of Learning Support
- (b) the pupil
- (c) the parents
- (d) boarding house staff (if appropriate)
- (e) form tutor
- (f) headmaster (if appropriate)
- (g) learning support tutor

IEP Review Procedure

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

Information about the pupil's progress will be requested prior to the meeting from:

- (a) the subject teachers (round robin)
- (b) form tutor
- (c) learning support tutor
- (d) the Head of Learning Support
- (e) parental information form

Reviews will take into account any assessment of need and parental contributions made at the meeting to decide:

- (a) necessary changes in support and provision
- (b) targets for the following year, against which progress may be assessed.

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

Review procedure timetable

There will normally be parental interviews through the school year. The parents' viewpoint is valued. IEPs will be reviewed every sixth months from the date of implementation and more frequently if appropriate, especially at KS1.

Examinations

- For public examinations access arrangements (GCSE and 'A' Level), with the examination boards will be made by the Head of Learning Support and the Examinations Officer.
- The Head of Learning Support will prepare comprehension, single word reading, spelling, writing fluency and legibility tests as necessary to be used as evidence for examination access. For example, use of IT, transcriptions, extra time, readers, amanuensis, rest breaks etc. may be applied for.
- The examination boards' adjudications will be published for the pupils, the parents, and for teaching staff who will be invigilators.

Joint Reviews of SEN Arrangements

- Regular meetings are held involving The Head of Learning Support and Head teachers of both schools, with particular emphasis in the Summer Term on the transition from the Junior School to the Senior School. 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 co-operate on the most effective ways to facilitate a happy learning environment throughout the child's life at Fyling Hall.