

Northbourne Park School

Learning Difficulties / Disabilities and Special Educational Needs Policy

1. DEFINITION:

Children have special educational needs if they have a learning need which calls for special educational provision to be made for them.

Children have special educational needs if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
(*Special Educational Needs Code of Practice, November 2001 DfES*)
- c) have been identified as Gifted and Talented
- d) require extra support due to the fact that they speak English as an additional language

2. OBJECTIVES:

- a) To apply a policy across the school that meets each child's individual needs following the guidelines of The Code of Practice for SEN (DfES 2001) and the Disability and Discrimination Act 2002.
- b) To identify any child who may have LDD/SEN as quickly as possible.
- c) To provide different levels and styles of intervention to match the child's level of need.
- d) To ensure that all members of staff are aware of each child's needs so that their needs may be met consistently.
- e) To ensure that no child is discriminated against, in any area of school life, on the basis of his/her disability.
- f) To provide pastoral care and support for all children so that they may develop in all areas and build a strong self-esteem.
- g) To keep records that include information about children's individual needs, interventions that have been provided and outcomes.
- h) To conduct regular reviews of the children's progress.
- i) To work in partnership with the children's parents at all stages.
- j) To include children themselves in the decision making about the type of intervention and the targets to be included on the individual education plan.
- k) To provide advice and information enabling transfer to suitable Secondary Schools where his/her current needs can be met.
- l) To provide regular INSET information and training for LDD/SEN staff and mainstream teaching staff.
- m) To provide support for staff so that children's needs can be met in the mainstream classroom.

3. IMPLEMENTATION

3.1 Staffing

SENCo and GATE Coordinator; EFL Coordinator at Old Rectory: Mrs Gwenno Jones BA(Hons)
PGCE Post-Grad Diploma SpLD

Support Teacher: Mrs Lorraine Wilkie B.Ed(Hons) Cert Ed Adv Cert Sp.L.D. Sounds-Write
Accreditation

EFL Coordinator: Mr Patrick Papougnot MSc

EFL Teacher: Mrs Beth Greenlaw LLAM ALAM(Acting)

3.2 Responsibilities

- a) To screen and record standardised reading comprehension and spelling test results, and review numeracy standardised test results and numeracy levels with the Maths Department regularly (at least annually).
- b) To help teachers to identify and make provision, through normal classroom differentiation and support, for children with LDD/SEN from Pre-Prep through to Year 8.
- c) To help classroom teachers to provide intervention through Early Years Action and School Action and/or
- d) To provide specialist teaching, to groups or individuals in response to needs identified at School Action and School Action Plus or a statement of special educational needs.
- e) To use and implement advice of outside agencies through Early Years Action Plus and School Action Plus.
- f) To prepare, co-ordinate implementation of and review individual education plans termly with parents and input from subject or class teachers and pupil.
- g) Maintain LDD/SEN records, pupil files, and update and distribute staff information and advice sheets.
- h) Liaise with parents and child at all stages of decision making.
- i) Arrange suitable dispensation and exam arrangements for any child who cannot cope with standard procedures, according to accepted guidelines of the relevant examining boards.

3.3. Admission Arrangements

Children entering Northbourne Park School will normally spend a day in the classroom with their year group and be assessed by the class or subject teachers. Children may also have a short assessment of reading spelling, general abilities, and numeracy, usually administered by the class teacher or a member of the Learning Support Team.

Should any child already have identified LDD/SEN, relevant reports should be brought to the admission interview. Any child who appears to have LDD/SEN at the time of admission, may be referred for further assessments to enable the school to provide appropriate intervention on arrival.

Northbourne Park School exists primarily as a school preparing children for Common Entrance at 12 and 13, and for Kent Test at 11+. As such the curriculum maintains a strongly academic thrust and would not be appropriate for children with below average abilities. Our admission assessments seek to ensure that the prospective pupil meets these minimum expectations.

3.4 Identification and Assessment

A child's needs may become apparent through:

- Admission procedures
- Teaching within school
- Screening procedures (INCAS whole school screening, WRIT, WRAT-3, BAS II, NARA II, Dyslexia Portfolio, SSER Maths amongst others)
- Through expression of parental concerns
- Further specialist assessments undertaken by outside agencies

3.5 Provision

3.5.1 A Continuum of Intervention

Once a child's rate of progress has been identified as inadequate, despite having appropriate learning experiences and differentiation, teachers and parents will discuss further action and produce an IEP where necessary. In the event that this level of intervention does not enable the child to make satisfactory progress, advice and support is requested from appropriate outside agencies.

There are different strands of action that may be taken to meet special educational needs within the teaching environment. The table enclosed outlines the range of possibilities.

3.5.2 Individual Education Plans

An IEP is used to plan the interventions for pupils made through

- Early Years Action or Early years Plus
- School Action and School Action Plus
- And for pupils with Statements of SEN

IEPs focus on key individual targets and include information about:

- Short term targets set by or for a pupil
- Teaching strategies to be used
- Provision
- When the plan is to be reviewed
- Outcomes

IEPs are kept under review at all times and may be adjusted accordingly. However, every IEP is reviewed on a termly basis. Parents are consulted, either formally in a meeting or informally, and the child is consulted, before a programme is initiated, and termly to review progress and plan the next step.

Class and/or subject teachers are also consulted informally and in staff meetings or Conseil de Classe. Parents receive a copy of the IEP, by post, at the beginning of each term. Parental contact is encouraged informally and parents are welcome to make an appointment to see a member of the team at any time if there is a problem. Email contact is also encouraged.

3.5.3 Group Education Plans

When a group of pupils within a class or 'clubtime' activity have common targets or strategies a group learning plan may be used.

3.5.4 Timetabling

When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum and do not miss core subjects. Their individual preferences and strengths are taken into account in addition to advice from staff and parental requests. Children may be withdrawn from the second foreign language option on a permanent basis to give extra study support. Assemblies, breaktimes and games can also be used.

3.5.5 Support Programmes

In addition to the use of classroom strategies, different teaching materials and methods, specialized equipment such as laptops, magnifiers, and spellcheckers, the following support programmes are used as appropriate in the school.

Maths: Entry Level Maths –Nelson Thorne.
SSER Maths Programme
Steve Chinn inspired differentiation.
Tony Attwood's programme for dyscalculia

Literacy Programmes: Alpha to Omega
Sounds Write – synthetic phonics programme
Phonographix
Fuzzbuzz reading and phonic programme
SRA Corrective Reading 'Speed Reading'
Dancing Bears support materials for decoding reading and spelling

Thinking Skills: Language Scaffolding
How to improve Your Child's Verbal Intelligence(McGuinness)
Headwork Thinking Skills
Listening Skills programme

Computer Software: Gamz workshop – spelling and reading support
Inspiration – mind mapping
Mavis Beacon –Touchtyping
Dragon Dictate
SSER Maths

Social Communication: Social stories, Problem Dictionary, Circle of Friends.

Motor Skills: Developmental Exercise. Pencil Gym. Brain Gym

English as an Additional Language: Cambridge Objective
Blockbuster Series

3.5.6 Exam Procedures

It is the school's policy that children should be enabled to show what they know in tests and exams. Extra time is allowed wherever a pupil's reading or writing speed is significantly lower than his/her age level, or where proof reading is needed. In extreme cases amanuensis or transcript may be offered. Occasionally children with LDD/SEN may find the examination process to be very stressful. In these situations the Learning Support base may be used as the examination room with support on hand in line with SAT's guidelines. In public examinations the official guidelines are followed. Future schools are contacted to discuss the needs for dispensation in Common Entrance exams. Occasionally other arrangements can be made e.g. use of laptop or transcript, reader, magnified scripts etc.

3.5.7 External Agencies

The school has contacts with local Educational Psychologists with whom arrangements can be made within school for assessment, help and advice.

Contact is established with the lead County EP for Autistic Spectrum disorders, and with Foxwood and the Foreland Special Schools.

Speech therapy contacts are made with the NHS dept, but private speech therapists are also available.

Counselling and therapy is provided by Nicky Sworder, in school, via the Dover Counselling service.

The Ticehurst Clinic Canterbury can provide psychiatric assessment and support.

Local Occupational therapy can be provided by Sally Nairac.

We have several links for optometry and orthoptic work.

Jenny Dean, who also works within the school provides our link with the Cognition and Learning Support Service.

For each contact recommended to parents by the school, we try to suggest a range of alternatives that can be accessed through the NHS or Education Services.

4 COMPLAINTS

Should anyone have any concerns or complaints about the LDD/SEN provision, they can refer to the LDD/SENCO, the Headteacher, or to the *NPS Complaints Policy* published on the Internet. .

5 INSET

All staff at Northbourne Park School attend regular conferences and training days on their own specialism, which would naturally include reference to managing LDD/SEN in that context. There are regular INSET days at school held on topics of general concern. LDD/SEN is included in this general programme, and we do aim to have at least one major input into the programme each year. The SENCO will contribute to these sessions providing information and advice on individual needs and general LDD/SEN issues.

6 IMPLEMENTING THE REQUIREMENTS OF THE SEN AND DISABILITIES ACT 2001 SENDA

6.1 Improving Access to the Curriculum for Disabled Pupils

The school has always endeavoured to consider pupil's individual needs, and will make all reasonable arrangements necessary to meet children's needs, including delivering information in alternative formats where appropriate.

6.2 Making Sure School Buildings and Facilities are Physically Accessible to Disabled and SEN pupils by Complying with the Buildings Regs and the Education Regs 1999

All projected new building will be in compliance with this and internal renovations make consideration of this also. The school would endeavour to make reasonable arrangements to accommodate any pupil needing particular modifications to facilitate entry to the school.

7 FUTURE DEVELOPMENT

We are still developing a system for use of laptops in school to maximize efficiency of using/printing in lessons, and uniformity of products.

We aim to have a new workspace and computer bank installed in the Learning Support Base to allow all curriculum areas to use the facility to support SpLD pupils with their classwork.

We continue need to plan the timetable around using rooms which are more accessible for partially sighted pupils and to incorporate those needs into plans for new signage, using advice from specialist teacher for the visually impaired.

We are reviewing Maths provision in the school with the aim of providing more comprehensive, specialist support for those pupils who are struggling with Maths.