

# **Rosslyn School**

## **Policy for Special Educational Needs**

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## Introduction

A child has *Special Educational Needs* if they have a *Learning Difficulty*, which calls for *Special Educational Provision* to be made for them. (Education Act 1996, Section 312)

Since the majority of children will learn and progress within the normal school programme, those who have a difficulty in doing so for a short or prolonged period of time are considered to have some *Special Educational Needs*.

The term *Learning Difficulty*, will apply to any child who has a significantly greater difficulty in learning than the majority of children of the same age OR to any child who has a disability, which prevents or hinders the child from making use of the facilities/resources provided by Rosslyn School.

Special Educational Provision relates to any teaching/assistance given to a child, which is additional to, or otherwise different from, the educational provision made for children of that age at Rosslyn School.

## Aims of the SEN Policy

The SEN policy is part of the Whole School policy across the curriculum and should not be taken in isolation. Specific aims for this policy are:

- To identify, assess and provide for children with SEN as early as possible.

- To ensure that children are assessed without unnecessary delay in an effective, manageable system, which complies with the Code of Practice.

- To meet the needs of pupils wherever possible without the statement of SEN.

- To recognise and cater for the needs of all children including the more able.

- To provide access to a broad and balanced education within the framework of the National Curriculum.

- To form a partnership between parents, child and any outside agencies in order to offer the most effective assessment and provision.

## **2. Rosslyn's Principles/Values for SEN**

The principles agreed by Rosslyn School in meeting the needs of all our children are as follows:

The policy for SEN at Rosslyn School closely follows the Code of Practice on the Identification, Assessment and Provision for children thought to have Special Educational Needs

The school recognises that special educational needs must be met and that these needs can include learning difficulties, behaviour problems, language disorders and physical disabilities. It also recognises the needs of gifted children.

The school aims to provide access to a broad and balanced curriculum for all children, whatever their needs and irrespective of ability, race or gender. Class teachers will monitor the children in their class to assess strengths and weaknesses and encourage children to build on their strengths and work on their weaknesses without fear of failure.

Children arriving at the school with an identified Special Educational Need will be placed on the school's SEN register and the SENCO (Special Educational Needs Co-ordinator) and the Head Teacher, will meet with parents and staff members to ensure that the child's needs are addressed in school.

Class teachers will play a vital role in identifying those children in need of additional support.

Parents will be informed regarding any SEN concerns and involved in any decision-making.

Other experts e.g. Educational Psychologists, Speech Therapists will be consulted when necessary and their advice sought.

SEN children, wherever possible, will take part in all decision-making processes and will therefore be involved in setting their own achievable targets.

The school has a Learning Support Assistant available for additional one to one language support and maths support. A consultant SENCO/Learning Support Teacher is available to guide this provision, undertake assessments and liaise with parents and outside agencies.

***The name of the School Principal is Mrs Jane Scott***

***The name of the School SENCO/Learning Support Teacher is Mrs Carole Blackburn***

### **3. The Role of the SENCO/Learning Support Teacher and Learning Support Assistant**

#### **The Role of the SENCO/Learning Support Teacher**

The Special Educational Needs Coordinator ensures that all children with SEN have their individual needs met in order that they are able to achieve their own potential.

The SENCO should consult with class teachers to discuss provision for SEN children in their class.

The SENCO will also liaise with parents and outside agencies to ensure appropriate support for SEN children where necessary.

The SENCO will write Individual Education Plans (IEP) for SEN children, which outline their strengths, weaknesses and action to be taken in school to support their needs.

The SENCO will also be responsible for writing the IEP reviews each term and organising review meetings for parents or teachers to discuss progress

The SENCO is committed to attend regular training and cascades information to all staff

#### **The Role of the Learning Support Assistant (LSA)**

The LSA should timetable adequate on to one support for each SEN pupil requiring this intensive remediation.

The LSA should produce and deliver an individual programme of work based upon the advice given by the SENCO/LST and any outside agencies and mindful of IEP targets.

The LSA should monitor and report progress by regular testing and liaison with class teacher, the SENCO/LST and parents.

## **4. Resources for SEN**

Rosslyn School has a Learning support room where children in need of one to one attention can be given appropriate teaching.

The SENCO is able to provide multi-sensory language support using the Alpha to Omega (Beve Hornsby) dyslexia programme, Reading Reflex (G. & C. McGuinness), Toe by Toe (H & K. Cowling) and a range of SEN computer software, games and activities.

The Learning support room is also equipped with a computer and maths equipment which the SENCO uses to deliver small group support.

SEN children with literacy difficulties each possess and ACE-spelling dictionary and spell checker, which they are taught how to use in their support sessions but are also encouraged to use in the classroom.

The Fuzzbuzz Reading Scheme, complete with associated workbooks, is available from the Learning Support Room

The Foundation Stage adopts a flexible approach to activities and where possible differentiation of activities will be offered to meet the individual needs of the child.

A range of additional resources has been added during the last 3 years to support children in their learning. Please see separate list

## **5. Identification, Assessment and Provision**

### **Identification**

At the commencement of each term, the SENCO reviews with each class teacher the children listed on the SEN register. Class teachers are given a copy of each IEP and informal discussion of each individual child occurs with the SENCO.

Teacher concerns or parental concerns must be passed to the SENCO for inclusion with the child's SEN file and decisions regarding action.

New SEN children will be identified by either the class teacher, the parents or will enter the school with records showing an SEN requirement. The model outlined in the Code of Practice is strictly adhered to and appropriate action taken.

### **Assessment**

Children, who are referred to the SEN for a preliminary assessment, undertake the 'Aston' screening test and if necessary, the 'Bangor Dyslexia' test. Referral to other professionals may be recommended at this stage.

Children are regularly tested for reading, spelling and maths and children in Years 2 and 6 undertake National Key stage tests. Any anomalies are discussed and the need for action, evaluated by the SENCO, class teacher and Principal.

### **Provision**

Children who are in need of 1:1 support are withdrawn from lessons where the rest of the class are engaged in a similar activity where possible. However when this is not possible it is felt that since the withdrawal will enhance their access to all curriculum areas and because it is short term, it is considered to be justified.

During these support sessions each child will follow an individual programme of work designed to meet the targets set in their IEP's and based upon the advice given from outside agencies or assessment findings. This support is usually 30 to 60 minutes in duration depending on age and offered once or twice per week.

A programme of differentiation will be followed in the classroom, set by the classroom teacher and in accordance with IEP targets.

Children within the school who have a full 'statement' may have an allocation of funding from the LEA to help the school meet their particular needs.

In general, it is the school's practice to keep class sizes as small as possible so that quality teaching is available to all children.

## **6. Statutory Framework from the Code of Practice**

### **A guide to the Stages of Identification, Assessment and Review**

The school provides a differentiated curriculum for children with special needs in accordance with the Code of Practice. This differentiation advocates a continuum of provision which involves parents in the decision making process, at each stage.

#### School Action

The class teacher identifies children with a Special Educational Need, in the classroom. The teacher will consult with the SENCO and the child's parents. The child will be entered on the school's SEN register. Teachers should aim to collect as much relevant information as possible and work closely with the child in the classroom, acting upon the advice of the SENCO.

The SENCO will gather relevant information and draw up an Individual Education Plan (IEP), which will consist of small achievable steps to build the child's confidence. This work will be done in the classroom and the child's parents will receive a copy of this IEP. The IEP's will be reviewed termly.

The SENCO may also contact outside agencies e.g. Health Visitor for advice.

#### School Action Plus

The class teacher, SENCO, Head Teacher and parents make a formal referral to outside specialists e.g. Educational Psychologists, Speech Therapists etc.

The SENCO will draw up an IEP based upon the recommendations of the specialists and small group of 1:1 may be offered within school. Progress will be reviewed termly.

#### Statutory Assessment - Statementing

Concern is expressed by all professionals, that the child's needs may be better met by seeking a 'Statement of Educational Needs'. A formal assessment by the Local Education Authority (LEA) is sought.

The LEA considers the findings of the formal assessment and, if appropriate, make a statement and arrange, monitor and review provision. Where possible this provision will be school based but may trigger extra resources from the LEA so that further provision beyond what is available in the classroom, can be made e.g. a Learning Support Assistant.

An annual review must be held (usually within the school) and all interested parties are invited to attend. At this meeting, recommendations for the next year will be made and submitted to the LEA.

## **7. Outside Agencies**

Children requiring external assessment are usually referred to an Educational Psychologist (Ed Psyc). Children with literacy difficulties are generally directed to the Dyslexia Institute where a team of Independent Ed Psyc's offer private assessments.

Children with mathematical problems only, are referred to Patricia Morris and Ed Psyc who also carries out assessments at the Coventry Dyslexia Institute and specifically identifies the symptoms of Dyscalculia.

Health Visitor referrals will be made following parental permission.

Children with speech difficulties are referred to a Speech Therapist via their G.P.

Children with hearing concerns are referred for a full assessment via their G.P.

Children with visual difficulties are referred to the Visual Sciences Department at Aston University

Children with social difficulties are referred to a Clinical Psychologist via their G.P.

The resulting reports will form the basis of the Individual Educational Plans.

## **8. Contact Details**

1. Coventry Dyslexia Institute, 113 New Union Street, Coventry Tel: 02476 257041 (Educational Psychologists: Brian Pleass, Suzanne Boyd and Patricia Morris)
2. Dr Peter Congdon (EdPsyc), The Gifted Children's Centre, Hampton Lane, Solihull. Tel 0121
3. Aston University Visual Sciences Dept: 0121
4. The British Dyslexia Association: Tel 0118 966 2677
5. The Dyspraxia Foundation Tel: 01462 454 986
6. The National Autistic Society Tel: 0171 833 2299
7. The Hyperactive Children's Support Group Tel: 1903 725 182
8. Anti-Bullying Campaign Tel: 0171 378 1446
9. Childline Tel: 0800 1111
10. Kidscape Tel: 0171 730 3300
11. National Asthma Campaign Tel: 0171 226 2260
12. National Eczema Campaign Tel: 0171 388 4097

## **9. Monitoring the Policy**

The Head Teacher, Mrs Jane Scott and the SENCO, Mrs Carol Blackburn, will monitor the Policy.

The Policy will be reviewed annually, or at the time of any change.

Signed

Date