

# Haileybury Special Educational Needs Policy

## Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all the pupils who gain admission to Haileybury matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

The Governing Body believes that all pupils are valued equally at Haileybury. SEN pupils are not viewed as a separate entity but are part of the whole school approach, and different pupils' needs are recognized and met through varied and flexible provision throughout the curriculum.

## Objectives & Guiding Principles of the SEN Policy

- To ensure that all pupils, whether or not they have SEN, have access to a broad, balanced and relevant curriculum which meets their individual needs.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realize his or her full potential and optimize their self-esteem.
- To enable all staff to play a part in identifying SEN pupils and to take responsibility for recognizing and addressing their individual needs. - To encourage the whole school community to demonstrate a positive attitude towards SEN.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.
- To follow the guidelines within the Code of SEN Practice (2001) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.

## Definition of Special Educational Needs

The Code of Practice 2001 states the following as a definition of Special Educational Needs:

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

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 in similar schools
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

### **Factual Information**

*Key individuals:*

- The Education Committee of Council;
- The Director of Studies;
- The Master;
- Head of Learning Support/Special Needs Coordinator (SENCO) Mrs. Stephanie Gates;
- Class Teachers;
- Learning Support Teachers.

The SENCO is responsible for:

- Refining school policy on provision for pupils with learning challenges and differences for communication to parents.
- Teaching a full timetable of lessons to pupils on the Learning Support Register.
- Arranging, and monitoring the quality of, such lessons with other Learning Support teachers.
- The identification of pupils with specific learning difficulties, including the screening of all entrants. The administration of CAT3 or CEM Centre tests, with the DoS.
- Monitoring the progress of pupils with specific learning difficulties including where necessary, observation of pupils in classroom lessons. Liaison with relevant personnel
- Overseeing and updating the records of all pupils with special educational needs, including the compilation and upkeep of the electronic Learning Support Register.
- Liaising with parents of pupils with special educational needs.
- Contributing to the in-service training of staff. Raising subject teachers' awareness of pupils' specific learning difficulties and dispensing advice on how those difficulties may be best overcome.
- The administration of requests for Access Arrangements in all internal and public examinations. The management of all appropriate evidence.
- Ensuring that the school is kept abreast of any new legal, regulatory or recommended obligations in the area of SEN.
- Working with the PSH E department in developing a programme of tuition in study skills, and working with the Springboard Coordinator to ensure that the needs of all our pupils are catered for.
- Liaising with external agencies including Educational Psychology services, health and social services, and voluntary bodies. Arranging Educational Psychologists' reports or specialist teacher assessments. Dissemination of relevant information to House and subject teachers.

*Special facilities and building adaptations:*

The main buildings and hall have wheelchair access and there are toilet facilities for disabled pupils and staff. The school is implementing its accessibility plan which aims to further improve access to all facilities and the curriculum.

*Admission arrangements*

Please refer to the current Admissions Policy.

The school will make reasonable adjustments to accommodate pupils with SEN during entry tests. We usually require a current report written by an Educational Psychologist or Specialist teacher to put appropriate arrangements in place.

### *Number of pupils with SEN*

We currently have 75 pupils on our SEN Register, one of whom has a statement of Special Educational Needs.

### *SEN Specialism*

We do not have a specialist SEN unit. We have 3 members of staff who have additional SEN/SpLD teaching qualifications. Members of staff in the Learning Support department have specialist qualifications for teaching pupils with Dyslexia, Dyspraxia and SEN with mathematics. They have experience of teaching pupils with ADD/ADHD, ASD, mild hearing/visual impairments and Dyscalculia. The Head of Learning Support (Mrs. S Gates) holds the OCR Dip SpLD and is qualified to assess pupils for SpLDs.

## **School Responsibilities**

### *Curriculum entitlement*

All pupils, including those with SEN, will have access to a broad and balanced curriculum. The Governing Body of the school is ultimately responsible for ensuring that all pupils receive the curriculum to which they are entitled.

### *Allocation of resources*

Haileybury provides one-to-one and small group support lessons as necessary for pupils with diagnosed SpLDs and for any pupil requiring additional support. These lessons incur an additional charge based on the school's published rates for private tuition.

The special needs budget will be used to access resources, support personnel and cover CPD within the department.

At some point in their school career, a number of pupils may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. We refer to this as 'Early Intervention'. These pupils will be supported through differentiation by their subject teachers within their normal classroom environment. Pupils with statements receive funding by Hertfordshire County Council to meet their needs as outlined in the statement of SEN.

We will continue to build up a bank of SEN resources which are available to all staff.

### *Policy on SEN training for staff*

Whole staff training in SEN will be identified and met through INSET (In-service training) provision. SEN training sessions will be organized as required to meet the current needs of staff and will be led by the SENCO, another member of staff or by an appropriate outside agency. The SENCO provides regular training for staff in the Learning Support Department. The focus in the year 2009/2010 will be the 'Inclusion Development Programme' and using the 'SEN Manager' on the schools intranet.

The SENCO will attend the Rugby and Haileybury group's annual Head of Learning Support meeting/training sessions. She will attend an annual training session on Access Arrangements and the London SEN Exhibition. She will also attend regular CPD courses, as appropriate.

### *Inclusion of pupils within and beyond the school*

Wherever possible, all pupils with SEN will join in all the activities of the school with pupils who do not have special educational needs, although there may be occasions where this may be inappropriate. This inclusion policy covers all areas of the curriculum, acts of worship, school visits including residential trips, sporting activities, social activities, meal times and recreation times.

## **Curriculum**

*Awareness of standards of achievement of individual pupils*

Haileybury staff monitor the standard of achievement of individual pupils through:

*Teacher observation and marking of daily work;*

- Records of in-class tests;
- End of term and end of year assessments;
- CAT3 tests (to be replaced by CEM Centre tests from the University of Durham in Sept 09) in LS1, Removes and L6;
- GCSE and AS/A2/IB results;
- Trial GCSE results;
- Screening test results for reading, handwriting and spelling in LS1 and Removes;
- Reading EP/Sp Teacher assessment report summaries sent via the Learning Support Department;

*Access to modification*

Appropriate provision will be made for pupils who need to use:

- means of communication other than speech, including computers technological aids, signing, symbols or lip-reading;
- non-sighted methods of reading, such as Braille, or non-visual or non-aural ways of acquiring information;
- technological aids in practical and written work;
- aids or adapted equipment to allow access to practical activities within and beyond school.

## **Access Arrangements**

The SENCO, Master and Exams Officers will ensure that the appropriate arrangements are put in place for external and (where possible) internal exams. The SENCO will ensure that all documentation is up to date and on file and she will process the on-line applications. Copies of approved Access Arrangements for each year group are held in the SENCO's office and updated annually.

*Teaching arrangements for pupils with SEN*

For the most part, pupils with SEN will be taught in the classroom alongside their peers. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all pupils to maximize their potential in all areas of the curriculum. Pupils who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on a weekly or fortnightly rotational basis, be withdrawn to be given individual or group tuition by the SENCO or Learning Support teacher. Pupils achieving reading/spelling scores below a standardized score of 85 in school screening tests will be offered further assessment and support.

We believe that it is essential that pupils who are having difficulty learning such skills are supported as soon as possible.

The teaching arrangements for those pupils with a statement will be determined by their statement of special educational needs.

## **Identification, Assessment and Intervention**

Haileybury models its approach on the guidelines given in the SEN Code of Practice (2001). This is a graduated approach in the secondary phase.

**In-Class Action:**

When a class teacher identifies that a pupil has SEN - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

While the class teacher remains responsible for working with the child on a daily basis, the class teacher works with the school's SEN Coordinator (SENCO) to plan strategies to ensure teaching meets the needs of the child. The SENCO provides suggestions for classroom support for each pupil on the SEN Register. Teachers can access these on the school intranet.

Teachers may request a member of the Learning Support Department to observe a particular pupil in their class. The school encourages staff to share concerns about individual pupils' difficulties with the SENCO as early as possible.

SENCO can take the lead in:

- Planning future interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action.

**Learning Support Action:**

When a pupil continues to struggle with one or more areas of the curriculum, they can be referred for one-to-one or small group support with a member of the Learning Support Department. Referrals may come from subject teachers, tutors, HMs, HODs, Head of Lower School, parents or pupils.

Pupils are usually seen once per week or fortnight either within 'free' time where possible or on a rotational basis so that missing the same lesson is avoided. The Learning Support teacher will conduct an initial assessment of need and plan an Individual Programme (IP) based on the needs of the pupil. Targets will be set and reviewed twice per year. IPs will be available for teachers to read on the school intranet. IPs will usually contain literacy, study skills or numeracy targets but may also target weaknesses in other subject areas, such as French, History and Drama, depending on the current needs of the individual pupil.

**Learning Support Action Plus:**

- SENCO and HM/tutor, in consultation with parents, ask for help from external agencies.
- Class teachers and SENCO are provided with advice or support from outside specialists.
- Additional or different strategies to those at In-Class Action/Learning Support Action are put in place – an IP will be devised.

SENCO takes the lead in:

- Any further assessment of the child.
- Planning future interventions for the child in discussing with colleagues.
- Monitoring and reviewing the actions taken.

Where a child is unable to access the curriculum after considerable internal and external help and time then, in consultation with the parents, the Master/SENCO will request a statutory assessment of the pupil's needs (i.e. will request that a statement of SEN is drawn up).

**Record Keeping**

The SENCO is responsible for copies of assessment reports held on file. All hard copies of confidential reports are kept in a locked filing cabinet in the Learning Support department. Copies of Educational Psychologist reports and Specialist teacher reports

are held in the Access Arrangement files in the SENCO's office. The SENCO is responsible for maintaining records held within 'SEN Manager' on the school's electronic database. Teachers have access to limited SEN files held on the school's electronic database and pupils with SEN are 'flagged' on the system with notes attached to aid teacher awareness.

The Learning Support department is always locked when a member of the department isn't present. The SENCO keeps a file of those pupils not on the SEN Register who are currently being monitored for possible SEN.

### **Resources**

The Learning Support department has a wide range of resources including, a library, full range of assessment and screening materials, teaching resources (including IT), spelling, handwriting and reading programmes, speech and language programmes and EBD resources. The school Health Centre holds a wide range of medical resources and information and has links with other medical professionals.

### **Parent Partnership**

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Haileybury recognizes that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the child are also sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. The SENCO and Learning Support teachers attend all Parents' Evenings and are available to discuss a pupil's progress/IP at any time. Regular meetings are held with parents, teachers, SENCO and the child, as appropriate, to review the child's progress and the programme of learning.

During the procedure of applying for a statutory assessment (which may lead to a statement), the parents will be given as much help, advice and support as possible. We formally report pupil's progress to parents five times a year through the written progress reports and end of term reports. There is one formal parents' evening per year group every year.

In addition, we operate an open door policy. Parents are welcome to talk to teachers, tutors and HMs whenever they have a concern about a child (at a mutually convenient time). The SENCO is also available by telephone or e-mail. Whenever a specific concern is mentioned by a parent, it is always investigated and results reported back/discussed with parents.

### **Complaints Procedure**

Complaints relating to a pupil's SEN provision should, in the first instance, be directed to the SENCO. If a parent is still unhappy with the outcome, a letter should be sent to the Master.

### **Relationship with Outside Agencies**

#### *Involvement with Educational Psychology Services*

The school has a link with a local private Educational Psychologist who visits Haileybury on a regular basis to conduct assessments and observations, provide training and advice and follow-up support.

#### *Links with medical, social and voluntary organizations*

The SENCO has regular contact with health professionals, such as speech & language therapists, physiotherapists and optometrists. The school's GP and health centre may also contact specialist medical services, social services or voluntary organizations and

may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

#### *Links with Feeder Schools*

The SENCO has established links with SENCOs in many local feeder schools. Where appropriate, the SENCO will attend meetings to discuss the transfer of pupils with particular needs. The Registrar, potential parents or SENCOs in Prep/Primary schools may request the SENCO to visit a child for a school observation/advice regarding a particular child's suitability for Haileybury.

*PATOSS* (Professional Association of Teachers of Students with Specific Learning Difficulties)

The SENCO is a full member of PATOSS.

#### **Development Plan**

Please see the department handbook.

#### **Monitoring and evaluating the success of the policy**

The SENCO will:

- assess individual pupils with SEN;
- track results (particularly value added) of pupils on the SEN Register;
- conduct IP reviews;
- report to the Master and Second Master.

The policy will be monitored and evaluated by:

- Senior Leadership Team (SLT) and SENCO;
- advisors, inspectors, external specialists and governors;

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with other school policies, in particular Equal Opportunities, Curriculum Policy and Admissions Policy.

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