

SPECIAL EDUCATIONAL NEEDS POLICY & PROCEDURES

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Arnold Aims

- 1) Each pupil, parent and member of staff will be welcomed and valued as a full member of the Arnold community.
- 2) Arnold seeks to serve its pupils and parents, meeting their educational needs and involving all Arnold families in the life of the school.
- 3) Arnold pupils will be inspired by consistently high quality teaching to have a personal love of learning, and will achieve their full academic potential.

Policy Statement (1)

The school complies, as a minimum, with the regulatory requirements below:

- 1) Under the Education Act 1993, the legal requirements for special provision vary according to whether or not a school is 'approved' by the DCSF under section 189. The local authority must seek consent from the DCSF for the placement of each pupil with a statement of special educational needs agreed by the local authority, except in schools that are so approved. It is not necessary for a school to obtain the consent of the DCSF to accept a pupil with a statement, provided that the parents pay for the placement and the school is able to provide their child with effective education.
- 2) The statements of all pupils in this category, whether placed by parents or the local authority, must be reviewed annually and the required curriculum must be provided as set out in the statement (including the full National Curriculum, if this is specified). It is the responsibility of the local authority and not the school to review the statement, but it is good practice for the school to check that the review takes place.
- 3) Independent schools are not required to comply with the *Special Educational Needs Code of Practice 2001*, issued by DCSF, other than in the matters of placement and providing suitably for pupils with statements, or where they are in receipt of government funding for nursery education. However, it is good practice for schools to provide individual education plans (IEPs) for any pupils with significant learning difficulties or disabilities. In Arnold IEPs have been replaced by 'Provision Maps' in the Junior School and 'Learning Profiles' in the Senior School.
- 4) Independent schools should make the provision required by any statements of special educational needs or should not knowingly admit a pupil for whom they are unable to make the provision required by the statement. The school should also make adequate provision for groups of pupils with learning difficulties and/or disabilities (for example, dyslexia) or other specific needs, such as English as an additional language.
- 5) The phrase 'pupils with special educational needs' should only be used to refer to pupils aged 5 to 16 who have statements. Otherwise the correct term is 'pupils with learning difficulties and/or disabilities' or 'learners with difficulties and/or disabilities'.

Unless negligent under the terms of this policy, the school accepts no responsibility to the

pupil or parents/carers caused by or arising out of any failure to detect or refer a learning difficulty or other condition or situation of special need.

This policy should be read in conjunction with the school's *SENDA* policy and plans. Arnold School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.

Policy Statement (2)

- 1) This policy applies to all members of the Arnold school community, including those in our EYFS setting.
- 2) Arnold implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy.
- 4) This policy is reviewed at least annually by the Deputy Head and Head of Learning Support, who will report to the Headmaster and Local Governing Body on its implementation on a regular basis.

Key Personnel

- 1) Liz Luke: Head of Learning Support
- 2) Michelle Hecht: Learning Support Co-ordinator in the Junior School
- 3) Jane Allen: Head of Foundation Stage
- 4) Craig Jenkinson: Deputy Head
- 5) Katy Wright: Head of Arnold Junior School

Definitions

The Special Educational Needs Code of Practice (2001), to which independent schools are recommended to have regard, states the following to assist schools in identifying those pupils for whom additional provision may be required ;

- 1) “ Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”
- 2) Special educational provision is identified as “Educational provision which is additional to or, otherwise different from, the educational provision made generally for children of their age”

Roles and Responsibilities (1)

- 1) The Headmaster is the school's "responsible person" and manages the school's Learning Support work.
- 2) The day to day management of the Learning Support provision and policy is delegated to the Head of Learning Support (SS) and the Co-ordinator of Learning Support (JS), who also liaises with the Head of Foundation Stage (EYFS).

- 3) The Headmaster keeps the governing body informed regarding the learning support provision available in the school.
- 4) The Head of Learning Support and the Deputy Head liaise with the governors and appropriate staff to ensure the effective day to day operation of the school's Learning Support policy.
- 5) The Head of Learning Support and the Deputy Head identify areas for development in the Learning Support department and include them in the school's development plan.
- 6) The Head of Learning Support co-ordinates provision at school action, school action plus and for statement pupils, in liaison with the Learning Support Co-ordinator (JS).
- 7) All teaching and non-teaching staff are aware of the Learning Support policy.
- 8) Staff are responsible for differentiating the curriculum for pupils with learning difficulties and will monitor their progress (*Ref: Teaching & Learning Policy*)
- 9) All teachers who have responsibility for areas of the curriculum (Subject Managers/Heads of Department/Heads of Key Stage) review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum materials.

Roles & Responsibilities (2) - The Head of Learning Support

The Head of Learning Support is responsible for

- a) liaison with the parents/carers of pupils with identified learning difficulties;
- b) liaison with external agencies and other professionals, including the Co-ordinator of Learning Support in AJS;
- c) providing advice and support to colleagues;
- d) ensuring that subject staff are aware of the needs of identified pupils and how best to meet those needs;
- e) ensuring that information regarding which pupils are identified as LDD is collected, updated and shared as appropriate;
- f) taking a lead role in further assessment to determine a pupil's areas of strength and areas for further development and plan provision to address identified needs;
- g) monitoring and reviewing provision;
- h) ensuring that staff are aware of and adhere to the school policy and referral system;
- i) liaison with the Head and Director of Studies to monitor the effectiveness of the Learning Support policy and the resources available;
- j) maintaining an awareness of developments and initiatives in the area of SEN through ongoing personal professional development and for disseminating relevant information and examples of best practice to colleagues.

Contact Information

- 1) In the Senior School parents/carers can contact Mrs Luke via e mail (Liz.Luke@church-schools.com) or telephone (01253 346391) should they have any

concerns or wish to make an appointment during school time.

- 2) There is a 'drop in' session each Wednesday evening from 4.00 to 4.45 pm in the SS Learning Support area should parents/carers wish to make contact for an informal discussion about their child.
- 3) In the Junior School parents/carers can contact Mrs Hecht before and after school through an open door policy from 8.30am to 9.00 am and from 3.40 pm to 4.00pm. Mrs Hecht can also be contacted by email at Michelle.Hecht@church-schools.com

Resources

- 1) The Headmaster and governors ensure that the needs of pupils are met and overview the Learning Support provision.
- 2) Teaching staff are involved in monitoring pupil progress and curriculum needs and make the Head of Learning Support /Co-ordinator of Learning Support (JS) aware of any concerns via the appropriate channels.
- 3) The Head of Learning Support and the Co-ordinator of Learning Support (JS) are qualified teachers with experience and specialist qualifications in Special Educational Needs and Specific Learning Difficulties.
- 4) Withdrawal sessions in the SS are held in the Learning Support area. The area is equipped with four desk top computers and a Promethean whiteboard. A range of strategies and resources will be used to support pupils depending upon their identified need. Effective use is made of ICT to support learning where appropriate.
- 5) In the Junior School there is a designated, fully equipped resource room. This room has an interactive whiteboard and six desk top computers that are used in the delivery of supplementary support sessions.
- 6) Funding for additional resources is available through the allocated budget.

Admissions

- 1) Pupils with learning difficulties will be admitted to the school in line with the published admissions policy (*Ref: Admissions & SENDA Policies*).
- 2) The school has regard for the SEN Code of Practice (2001) statutory requirements of the SEN and Disability Act (2001) and will meet the requirements of such by ensuring that any reasonable adjustments are made.
- 3) The school will use the open evenings and induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs / learning difficulties at school action, school action plus, or statement.
- 4) When the school is alerted to the fact that a child may have a difficulty in learning they will seek to collect all relevant information and to plan appropriate provision.

Access for Disabled

The school is aware of the requirements of the Disability Discrimination Act. Every reasonable effort is made to include all pupils in the curricular and extra-curricular life of the school (*Ref: SENDA policy*).

EAL (English as an Additional Language) – Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. The school aims to meet the needs within the mainstream of any pupil in the school, including those who have English as an additional language (EAL) needs, and acknowledges the SEN Code of Practice, which recognises that pupils have a linguistic rather than a learning or cognitive difficulty.

Pupils with EAL needs will be offered full access to a broad, balanced and relevant education which will not discriminate against them. Pupils will be assisted to become more proficient in English and, as their progress develops, the attainment gap between themselves and their peers will diminish.

EAL – Procedure

- 1) The school admits pupils with EAL needs who fulfil the admission requirements (*Ref: Admissions policy*). Additional EAL lessons may be suggested as a condition of entry.
- 2) Any information regarding the history of an EAL pupil's English language learning is passed to the appropriate Head of section and disseminated to staff.
- 3) All staff (academic, pastoral and medical) are familiar with the SEN Policy and are aware of their role in implementing the policy. *6.2 All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response. [SEN Code of Practice (2001)]*
- 4) There is collaborative working with academic and pastoral staff to support the English needs of a pupil as effectively as possible in order to narrow the attainment gap between EAL pupils and their peers.
- 5) There is regular monitoring during a pupil's school life to ensure that difficulties in achieving their potential are detected as soon as possible. *6.3 Central to every class and every subject is a continuous cycle of planning, teaching assessment and evaluation that takes into account the wide range of abilities, aptitudes and interests of the pupils. [SEN Code of Practice (2001)]*
- 6) The importance of the pupil's first language and the additional experience and perspective that this brings to the school is recognised and valued.
- 7) Parents are kept fully informed about the progress of their child in accordance with school assessment strategies (*Ref: Assessment, Recording & Reporting policy*).
- 8) The school makes use of all baseline school data (for example CAT, ALIS, GL Reading & Spelling) and internal examination results for screening and diagnostic purposes to monitor pupil progress.

- 9) The Head of Learning Support provides whole-staff training on supporting EAL pupils as appropriate.
- 10) The Head of Learning Support ensures that there is an effective system of communication between subject staff and the Examinations Officer on issues concerning Access Arrangements (e.g. the use of a bi-lingual dictionary) for external and internal examinations as appropriate.
- 11) The school may charge pupils who have a programme of individual EAL specialist teaching.

Identification, Assessment, Reviews

- 1) All year groups are involved in screening tests to provide baseline assessment data (*Ref: Assessment, Recording & Reporting Policy*). Data from these tests will also be taken into account.
- 2) Pupils in KS1, KS2 and KS3 take Reading and Spelling assessments, some of which are available online. This makes them accessible to a wider range of pupils. In Year 3 all pupils are screened to identify and specific learning difficulties. The cost of screening tests and any further school based screening tests (but not the cost of any subsequent assessments or detailed reports) are included in the termly fees. The outcome of these assessments may be used to identify pupils who may benefit from additional support.
- 3) Parents/carers are informed if school feels there is a need for a more formal assessment to be carried out by an Educational Psychologist. The cost for such assessments will not be funded by the school.
- 4) All staff are involved in the review of pupil progress.

Teacher Referral

- 1) If a teacher has a concern about a pupil they should inform the Head of Learning Support (SS) or the JS Learning Support Co-ordinator, using the appropriate 'Learning Support Referral Form'.
- 2) Information relating to strategies already used by the teacher and the current attainment levels of the pupil are provided.
- 3) The Head of Learning Support /Learning Support Co-ordinator (JS) may carry out class based observations and additional assessments.
- 4) The outcome of assessments is shared with the teacher and appropriate strategies to meet the needs of the pupil will be discussed.

Curriculum and Assessment Monitoring

- 1) Teaching staff and tutors monitor the attainment and progress of pupils with learning difficulties as part of their role.
- 2) They ensure that the Head of Learning Support /Learning Support Co-ordinator (JS) and appropriate Heads of Section are kept fully informed of any concerns.

- 3) Further assessments may be required.

How a Pupil is placed at 'School Action'

- 1) If a pupil makes little or no progress even when teaching is targeted in their area of weakness, they present persistent emotional and /or behavioural difficulties, they have sensory or physical difficulties or they have communication and /or interaction the Head of Learning Support/LS Co-ordinator (JS) may carry out further assessments.
- 2) Information will be circulated to teaching and support staff and general targets set to enable them to consider the use of *additional* support strategies or the *supplementary* differentiation of tasks.
- 3) In the Junior School identified pupils will also receive direct support in small groups.
- 4) Parents will be informed of any concerns and the outcome of any assessments.

Movement between Stages & 'School Action Plus'

- 1) If a pupil fails to make adequate progress despite the additional support which the subject teacher provides, the pupil may move to a higher stage - School Action Plus - with further intervention and support.
- 2) The Head of Learning Support in the SS and the Learning Support Co-ordinator in the JS will take the lead in supporting the pupil.
- 3) The advice of external agencies may be sought to determine how best to best meet the needs of the pupil. These agencies may include, for example, Educational Psychologist, Speech and Language Therapist, EAL specialist teacher or medical professionals.
- 4) JS pupils receive up to 2 hours per week specialist support on a one to one or in a small group setting. Ideally children with similar difficulties will be grouped together. If necessary, and with the form teacher's cooperation, a member of the learning support team will support the pupil in class.
- 5) JS children who attend learning support classes are encouraged to extend their class learning at home through regular practice of reading/spelling/writing and numeracy programmes where applicable.
- 6) Support in the SS is generally within small groups of up to four pupils. The support will be provided for one period each week. The pupil will be monitored and moved back to the School Action stage if and when there is evidence progress which has been maintained over a period of time.
- 7) Additional SS support may be available on a 1:1 basis at the request of the parent. There will be an additional cost for this provision.

Monitoring Pupil Progress and Reviews

- 1) Pupils are involved in reviewing their progress against LD targets during the school's formal written reporting system.

- 2) This information is sent to parents.
- 3) Parents are also involved in the review of their child's progress during the consultation evenings and should arrange to meet with the Head of Learning Support / Co-ordinator of Learning Support (JS) at these times.
- 4) The monitoring of individual pupils is an ongoing process and links in with the whole school Assessment, Recording and Reporting Policy.
- 5) Should any concerns arise throughout the year, parents are consulted.
- 6) Sixth form students and those pupils for whom the Head of Learning Support maintains a monitoring overview meet with the Head of Learning Support at least each half term.

Statement Reviews

- 1) If a pupil has a statement of special educational needs the school will follow the LEA guidelines to review this provision.
- 2) Parents are encouraged to submit written information and to attend the review meetings in support of their child.

Curriculum Flexibility

- 1) All pupils have access to a broad and balanced curriculum.
- 2) The progress of all pupils is monitored by the subject teacher, the form tutor, the Head of Department, the Head of Section, the Head of Key Stage and the Director of Studies as appropriate.
- 3) Referral may be made to the appropriate Head of Section where pupils are seen to be underachieving.
- 4) Any withdrawal from lessons is limited and must be authorised by the Deputy Head or Head of AJS.
- 5) Any adjustment to a pupil's curriculum, in order to enable Learning Support provision, is made in the best interests of the individual, taking all factors into account. Subject staff and parents/carers are informed.

APPENDIX 1 – Learning Support Referral Form

Referral may result in this pupil being included in the Pupil Directory at either **School Action** (*subject teacher led with Head of Learning Support /Co-ordinator of Learning Support (JS) monitoring*) or **School Action Plus** (*Head of Learning Support led with possible request for external advice*). Please refer to the Learning Support Policy.

Name of Pupil:			
Tutor Group:		Name of Tutor:	
Referred by:		Subject:	
Reason for Referral:			
Assessment Data:			
Support Strategies already used:			

Have your concerns been discussed with the pupil and/or the parent/guardian? If so, please provide any relevant details.

Please provide the day(s) and time(s) of your lessons with this pupil so that he/she can be observed in class, if required.

Colleagues will be informed in advance of any class based observation and of the outcome of any further assessments. Referral and subsequent assessments may not necessarily result in the application for access arrangements in examinations.

EJL