

POLICY FOR SPECIAL EDUCATIONAL NEEDS

1. THE DEFINITION OF SPECIAL EDUCATIONAL NEEDS:

At Northwood Prep, we recognize that all children have learning needs and that for some, these individual needs can become special educational needs.

Whilst it is recognised that children with special educational needs are not a readily defined and discrete group, for the purposes of its policy Northwood Prep. recognises the legal definition provided by the 1996 Education Act which states that a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

This policy applies to the EYFS (including the Wrap-Around Care), the Junior School and the Senior School of Northwood prep.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age
- c) is under five and falls within the definition of (a) or (b) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

2. THE REVISED SEN CODE OF PRACTICE (2002): An addition to the 1996 Education Act

The SEN Code of Practice 2002 is not a Statutory requirement for Independent Schools. Each Independent School has its own arrangement to support those pupils it considers have Special Educational Needs. Schools are usually able to arrange for private assessments to be carried out, should they be necessary, which parents would need to finance. However, Parents and Independent Schools do have a right to request a Statutory Assessment where it is evident that the child still has extra needs which cannot be met by the actions of previous levels of support i.e. 'School Action' and 'School Action Plus'.

The revised code of practice contains three stages:

School Action - This is the level at which a teacher or SENCO identifies a child with Special Educational Needs who needs additional or different support to that given as part of the usual curriculum. Parents should be informed and consulted at this level and in regard to any further action.

School Action Plus - This results in the request for help from outside services or specialist help to meet a child's needs. This should be done after a meeting with parents, SENCO and other colleagues involved with the child

Request for a Statutory Assessment - Where it is felt the child still has extra needs which cannot be met by the actions of previous levels, the school may ask for a statutory assessment of the child. Again parents also have the right to ask for a statutory assessment of their child but it is worth remembering that the LEA will still need to contact the child's school or other professionals for evidence of their needs.

A full summary of the revised code, as it applies to Northwood Prep. Senior School is detailed in Appendix 6 of this document.

Junior School Special Educational Needs is detailed in Appendix 2 of this document.

3. MANAGEMENT:

At Northwood Prep. the Learning Support Teacher is responsible, with the Deputy Head, for overseeing the arrangements for pupils with special educational needs who require Learning Support.

4. IDENTIFICATION AND ASSESSMENT

Northwood Prep. recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of good teaching and learning.

Only in a small minority of cases will a child have special educational needs of a severity or complexity which require a Statement of SEN.

- Children with special educational needs are given full access to the school's broad, balanced and relevant curriculum.
- Identification and assessment of children's special educational needs requiring Learning Support will follow the guidance within this Code of Practice.
- Early identification of special educational needs and intervention will be a priority.
- Administrative procedures will be kept as simple as possible with paperwork being kept to a minimum.
- Procedures for inter-service and cross-agency referrals will be agreed mutually and reviewed regularly.
- Every consideration will be given to the views of parents in the assessment and decision making processes.
- Children with special educational needs will also be consulted whenever possible.

The School aims to identify pupils with special educational needs (not so identified on admission to the School) by the Subject Teachers, Class Teachers and Assistants being observant and perceptive of the needs of the pupils and expressing their concerns. Parental observations may also highlight pupil difficulties and we value this input. The continuous observation Form (Appendix 4) is used to record and gather evidence of perceived difficulties and if appropriate, the Section/Deputy Heads and the Learning Support Teacher are consulted and involved.

If necessary, relevant outside specialists or health professionals may be consulted.

In the case of a learning difficulty, assessment may be made by:

- The School's Learning Support Teacher
- Independent Educational Psychologists
- Local Dyslexia/ Dyspraxia Institutes

In the case of a medical/health problem, assessment may be made by:

- Appropriate health professionals
(e.g. Doctor, Occupational Therapist Speech Therapist, Physiotherapist etc.)

In the case of an emotional/social difficulty, assessment may be made by:

- An Independent Educational Psychologist or
- A Clinical Psychologist

Flow charts showing procedures for identification and assessment are outlined in Appendices 5 & 6

5. SCHOOL ACTION FOR PUPILS WITH SPECIAL NEEDS AT NORTHWOOD PREP.

Northwood Prep, in line with the Revised SEN Code of Practice 2001, has 3 stages for Learning Support. These stages reflect the needs of our School.

Expressing Concern:	This stage deals with early identification of a child's needs and the methods of dealing with these difficulties. Please refer to the 'Summary of the revised SEN Code of Practice 2001.
School Action:	This comes into place when a child continues to experience difficulties even when the curriculum has been specifically differentiated for their needs. At this stage an IEP may need to be written for that child. This is a joint process involving the teacher, Learning Support Teacher, Head of Section/Deputy Head, parents and child if appropriate.
School Action Plus:	This stage is likely to include specialist intervention from external agencies.

It is the policy of the school to meet pupils' needs that cannot be met solely by the Subject Teacher or Class Teacher in one or more of the following ways, according to the child's age and difficulty. There are times when outside agencies are consulted by parents at a stage earlier than in the school policy and parents that prefer to arrange additional help on a 1:1 basis outside of the school.

Northwood Prep aims to liaise with these outside tutors wherever practicable, either through Subject staff, Class Teachers and/or Learning Support Teacher.

General Learning Support:

For Senior School pupils, 1:1 tutorials take place with the Learning Support Teacher at appropriate times throughout the school day. These sessions are specifically geared to the individual's needs. In Junior School, the Learning Support Teacher is involved with individual or small groups of pupils within the classroom on Tuesday to Friday mornings and in Nursery all day on Monday. A communication book is kept in the Learning Support Teacher's pigeon hole to ensure effective liaison.

Reading Recovery:

This is undertaken by a trained Reading Recovery Teacher, with identified pupils, on a daily basis for a set number of weeks appropriate to the child.

Mathematics Support

Computer Aided Mathematics Instruction (CAMI) takes place on a daily basis, as required. Parents are also able to purchase CAMI Maths for use at home. The Head of Mathematics holds regular 'clubs' and 'clinics' for boys that need support.

Additional Classroom Support:

This extra help is given to groups or individuals as often as possible by Teaching Assistants in both Junior and Senior School.

Subject Clubs or Surgeries

These are held, as necessary, for children who may have a specific subject difficulty or require additional help.

Individual Education Plans

IEP's may be set up for pupils at the School Action stage. (see Appendix 1)

Flow charts for school staff summarizing Northwood Prep's action for pupils with Special Educational Needs are attached. At the end of this policy.

Appendix 2 for Junior School;

Appendix 5 for Senior School.

APPENDIX 1: INDIVIDUAL EDUCATION PLAN (IEP)
 (May be set up at the School Action Stage)



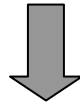
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INDIVIDUAL EDUCATION PLAN

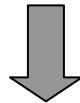
Name	Class
Areas of concern	
Class Teacher	Start Date
Supported by	Review Date
Proposed Support	Support Began
<u>Targets to be achieved</u>	<u>Achieved</u>
<u>Possible resources or techniques</u>	
<u>Possible strategies to use in class</u>	
<u>Involvement of parents</u>	
<u>Pupil needs to</u>	

Junior School Learning Support: Expressing Concern

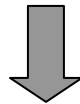
A child is experiencing some difficulty compared to the rest of the class (academic, communication, interaction, concentration, behaviour, emotional issues, physical issues etc.)



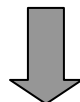
Read the appropriate section in the Revised SEN Code of Practice Summary, particularly about differentiation.



Use the Expressing Concern Continuous Observation Form to keep a record and gather evidence.



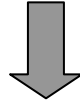
If you wish, use the Expressing Concern Focused Observation Form.



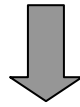
Speak to the parents about how you are trying to meet the child's needs in the classroom and record a brief summary of your conversation.

Junior School Learning Support School Action

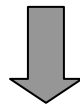
If a child is still not performing within the acceptable levels for the year group or not making adequate progress speak to KM and LM (Learning Support Teacher).



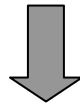
KM/LM will observe the child and use the Expressing Concern Focused Observation Form.



School, parents and child, if appropriate, should meet to discuss an IEP. Read the section about IEPs in the Revised Code of Practice Summary. A brief written record of the meeting should be kept.



Review the IEP about once a month and communicate to parents (keep a brief record of the conversation).



School Action Plus

Speak to KM/LM if you are still worried about a child's progress or level of work. Read the section in the Revised SEN Code of Practice Summary. It may be necessary to involve outside specialists at this stage.

NB: All observation forms, IEPs, notes from meeting with parents etc. should be kept in the child's record folder and copies should be put in the Learning Support Folder in the Junior School Staff Workroom.



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Expressing Concern – Continuous Observation Form

Name		Class
Area of concern		
Date	Observation	Planning and Differentiation

APPENDIX 4: EXPRESSING CONCERN – FOCUSED OBSERVATION FORM



Expressing Concern – Focused Observation Form

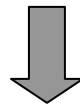
Name	Class
Date	Observer
Area of concern: 1. 2. 3.	
Observation	
Notes:	
Outcome	
Learning targets:	

APPENDIX 5:

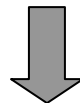
Senior School Learning Support Expressing Concern:



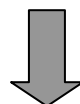
A pupil is experiencing some difficulty compared to the rest of the class (academic, communication, interaction, concentration, behaviour, emotional issues, physical issues etc.)



Read the appropriate section of the Revised Code of Practice Summary for Senior School, particularly about differentiation



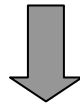
Use the Expressing Concern Continuous Observation Form (Appendix 4) to keep a record and gather evidence



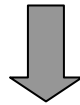
Speak to the parents about how you are trying to meet the pupil's needs in the classroom and record a brief summary of your conversation

Senior School Learning Support School Action:

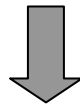
If a child is still not performing within the acceptable levels or not making adequate progress speak to Section Head/Deputy and Learning Support Teacher



Section Head/Deputy/Learning Support Teacher will observe the pupil and use the Expressing Concern Focused Observation Form (Appendix 5)



School, parents and pupil should meet to discuss an IEP. Read the section about IEP's in the Senior School Revised Code of Practice Summary. A brief written record of the meeting should be kept



School Action Plus

Speak to Head of Section/Deputy Head if you are still worried about a child's progress or level of work

Please note that all observation forms, IEP's, notes from parents' meetings should be kept in the pupil's record folder and copies made and put in the pupil's Learning Support Folder in the Learning Support Room.

APPENDIX 6: THE REVISED SEN CODE OF PRACTICE 2001:

THE REVISED SEN CODE OF PRACTICE 2001: Summary of the 2001 document for Senior Schools

The full SEN Code of Practice can be located in the SLT Room, Staff Work Room and Junior School and is also in the School's 'Shared Area' of the computer network.

The revised SEN Code of Practice contains 3 stages:

1. School Action:

This replaces the old stages 1 & 2 and deals with early identification of a child's needs and methods to deal with any needs, in house.

2. School Action Plus:

This replaces the old stage 3 and incorporates the involvement of specialists or outside agencies.

3. Statutory Assessment:

This replaces the old stages 4 & 5 and leads to writing a statement of Special Educational Needs.

Other changes in the new Code of Practice include:

- children in early years settings to be included
- involvement of school, pupils and parents
- IEP's (Individual Education Plan) to focus on what is *additional to* and *different from* the rest of the curriculum

1. Expressing Concern:

Pupils should be monitored and careful records kept to decide whether each child is making adequate progress within your setting.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in pupil behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment

If it becomes apparent that a pupil is **not making adequate progress** in any areas of learning, you should:

- observe and monitor the child closely
- differentiate the curriculum appropriately
- keep careful records of the child's progress
- speak to the Head of Section/Deputy Head & Learning Support Teacher

As well as academic issues with progress, concerns can also be related to communication, interaction, behaviour, emotional issues, sensory and/or physical and medical conditions.

English as an additional Language

Lack of competence in English, where English is an additional language, must not be equated with learning difficulties as understood in this Code. At the same time, when pupils who have English as an additional language make slow progress, it must not be assumed that their language status is the only reason; they may have learning difficulties. Schools should look carefully at all aspects of the pupil's performance in different subjects to establish whether their problems are due to limitations in their command of the language that is used or arise from special educational needs.

Differentiation:

This is an automatic part of planning of the curriculum to make sure that all pupils are not only included but also achieve success and make progress. When a pupil seems to have more difficulty than others in the group, adjustments must be made for this and the activities, presentation, teaching styles, timing and so on adapted, to make sure the child can achieve the concept or skill being aimed for.

2. School Action:

The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of a differentiated curriculum.

At this stage an IEP (Individual Education Plan) may need to be written for that pupil.

Strategies employed to enable the pupil to progress should be recorded on the IEP.

This is a joint process involving the Class/Subject Teacher, Learning Support Teacher, Head of Section/ Deputy Head, parents and pupil, as appropriate.

Writing an IEP:

The IEP should include information about:

- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the IEP is reviewed)

The IEP should only record what is additional to or different from the differentiated curriculum plan, which is in place for all children.

The IEP should be 'crisply' written and focus on no more than 3 or 4 individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills to match the pupil's needs.

Strategies may be cross-curricular or sometimes may be subject specific.

The IEP should be discussed with the pupils and parents.

IEP's should be reviewed at least once a term.

Nature of Intervention:

This may be one-to-one tuition to be given to the pupil, or to provide different learning materials, special equipment or to introduce some group or individual support within the learning environment.

3. School Action Plus:

A request for help from external services is likely to follow a decision taken by the Learning Support Teacher, SLT and colleagues, in consultation with parents, at a meeting to review the child's IEP.

Schools should always consult specialists when they take action on behalf of a pupil through School Action Plus. Specialists can advise class/subject and pastoral staff on new IEPs, with fresh targets and accompanying strategies.

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- works at a National Curriculum level well below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- emotional or behavioural skills which substantially and regularly interfere with their own or class learning, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment and advice from specialist services
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress. Although developed with the help of the external specialist, the delivery of the IEP will be, as far as is possible in the normal classroom setting. Hence the delivery of the IEP will be the responsibility of subject/class teachers.

4. School request for Statutory Assessment:

A very small number of children, one to two percent nationally, will continue to cause concern because of their lack of progress and/or development. In this case, children can be referred to the LEA for a statutory assessment.

This referral may result in a **Statement of Special Educational Needs**.

Revised November 2009 KM /SMN
Date of next Review November 2010