



HILL HOUSE SCHOOL

Special Educational Needs

INTRODUCTION

This policy has regards to the SEND Code 2014, and outlines the essential elements contained within the SEN Code of Practice (November 2001) and the Early Years' Foundation Stage on the identification assessment and reporting of Special Educational Needs (S.E.N.).

At Hill House School we believe that all pupils have the same rights of access to an education which offers equal opportunities for all. This should take account of all individual needs and differences.

S.E.N. is part of the mainstream curriculum delivered by all our teachers, who have a shared responsibility for addressing the needs of all their pupils.

ADMISSION ARRANGEMENTS

Hill House welcomes any child into our caring and happy environment when we feel we can meet their individual needs. (See admission policy for procedures.)

DEFINITION OF S.E.N.

All children have individual needs. However:

- The Code of Practice determines that '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:
 - (a) have a significantly greater difficulty in learning than the majority of children of the same age in this school.
 - (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 in school.
- Special educational provision means:
educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of their age in school.
- The child's need may be because s/he is very able or talented. (see Gifted, More Able and Talented Policy)
- The child's need may be because English is not his/her first language, but should not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Therefore, the school regards S.E.N. as a general term applying to any child who requires teachers to make responses beyond their normal teaching style.

These needs may be related to a difficulty in:

Communication and interaction

- speech and language difficulties;
- autistic spectrum disorders.

Cognition and learning

- general learning difficulty;
- specific learning difficulty.

Behavioural, emotional and social development

- age inappropriate or socially inappropriate;
- interferes with learning of pupil or peers;
- emotional turbulence;
- forming and maintaining positive relationships.

Sensory and/or physical

- hearing impairment;
- visual Impairment;
- physical & medical difficulties.

ETHOS OF THE SCHOOL

Hill House aims to provide an education which is the entitlement of every child, irrespective of need, in developing his or her learning to the highest potential by:

- creating a happy, secure environment for learning in which all pupils are valued equally;
- ensuring that the achievements of all children of all abilities are celebrated;
- giving support to all staff to ensure that consistent and high expectations are met for all pupils;
- providing opportunities for all children to become independent learners and to develop and maintain self esteem;
- ensuring that all pupils gain access to the full range of a broad balanced relevant and differentiated curriculum (including an appropriate curriculum at the foundation stage);
- being positive and encouraging to pupils however small their progress;
- developing a partnership with parents which is supportive and creates the opportunity for them to be involved and participate in all aspects of their child's learning;
- ensuring that the child's views are taken into account wherever possible according to capability and maturity, and
- identifying children with S.E.N. as early as possible.

IDENTIFICATION OF PUPILS WITH S.E.N.

It is essential that any pupil who may have special educational needs is identified, assessed and provided for as early as possible. A teacher may identify pupils in a number of ways:

- Result of observed consistent behaviour and emotional problems.
- Use of nursery records.
- Use of baseline testing.
- Use of PIPS (Reception, Years 1, 2, 4 and Year 6).
- Reception screening by school nurse.
- Speech and language difficulties.
- Sensory impairments (hearing & visual).
- Immature motor skills.
- Medical conditions.
- Annual reading and spelling test results.
- Internal examinations
- Referral from teachers own continual class assessments/records.
- Concern of parent.
- Pupil's own perception of difficulties.
- Examples of pupil's work over a period of time.
- Use of identification profile to help focus on problem areas (Form A – see appendix).
- Making little progress in a specific area in spite of differentiated learning opportunities to help them progress.

ROLES and RESPONSIBILITIES

GOVERNORS

The 1996 Education Act re-iterated that the governing body should do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.

The governing body should ensure that S.E.N. provision is an integral part of the school development plan, and that the quality of the provision is monitored.

The governing body may have a delegated member with particular responsibility for special needs.

STAFF

All teachers are responsible for day-to-day operation of the children with special needs.

The Headmaster will ensure that policy documents take account of the provision for special needs.

Whole staff and team planning will ensure that curriculum breadth is accessible to all pupils. All teachers are responsible for ensuring that differentiation is related to both the less and more able child. The school has a teacher with responsibility for able pupils.

Head of Learning Support, Ms C Francis

The Head of Learning Support will:

- monitor the provision;
- liaise with and advise fellow teachers;
- liaise with Sector Heads over the placement of Learning Assistants.
- train Form Teachers to write Individual Education Plans
- oversee the records of all children with S.E.N.;
- oversee the work of Learning Assistants.
- liaise with parents;
- take responsibility for the operation of the S.E.N. policy and for co-ordinating provision for children with S.E.N., particularly through Early Years Action and Early Years Action Plus, or School Action and School Action Plus;
- ensure that appropriate individual education plans are in place;
- ensure that review meetings take place and new dates are arranged, and
- be responsible for requesting involvement of outside agencies, including statutory assessment, and collecting any relevant information from them.

GRADUATED RESPONSE - Three Stage Plan of Action

The first stage of concern about a child's difficulties is either EARLY YEARS ACTION or SCHOOL ACTION.

The triggers for intervention through Early Years Action or School Action could be that the child:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- shows signs of difficulty in developing literacy or maths skills which 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 continued to make little or no progress despite the provision of personal aids and specialist equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning or continues to make little or no progress despite the provision of differentiated curriculum.

At this stage the teacher should:

- refer to the appendix for forms related to graduated response;
- use Form A (identification of strengths and weaknesses);
- provide as much information as possible including evidence and observation notes about the concern. (Use form A to record);
- liaise with the child's parents to gather further information and establish close working partnership. (Record on form B);
- involve the Head of Learning Support, who should collect relevant information from external agencies that may already be involved with the pupil (form E);
- open an individual special needs file to be held by The Head of Learning Support;

- liaise with the child's parents, The Head of Learning Support and, preferably, the child, to implement an IEP;
- Ensure that a review date is set.

Individual Education Plan (IEP)

An IEP must record only strategies that are additional to or different from the normal differentiated curriculum. Form C should be used and teachers should:

- focus on 3 or 4 targets;
- show the teaching strategies;
- show success/exit criteria;
- record the review date.

The IEP and pupil's progress should be reviewed at least twice a year, but preferably once a term with The Head of Learning Support, parents, teacher (as appropriate) and pupil (if possible). At the review, progress should be recorded using form D and new targets set.

The second stage is called either EARLY YEARS ACTION PLUS or SCHOOL ACTION PLUS.

This is the stage when a pupil continues to have difficulties and everybody involved feels it has become necessary to involve outside agencies who can support and help with advice on new IEP's, provide more specialist assessment, suggest new strategies and possibly offer specialist support or activities. A request for help from external services will usually follow a decision taken by The Head of Learning Support and colleagues in consultation with the parent/s at a review meeting. The triggers for referral for seeking help from outside agencies could be that, despite receiving an individual programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues to work substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which greatly interfere with the child's own learning or that of the group;
- has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or inter action difficulties that impede the development of social relationships and cause barriers to learning.

At this stage The Head of Learning Support and staff involved should:

- ensure that relevant records and information are available for external specialists to use;
- liaise with the external specialists and make sure their advice and support is made available to all concerned (including parents, and pupil if appropriate). Use form E.
- work together with the specialist agent/s to decide on a new IEP to include targets and teaching strategies.
- ensure a review date is set, which must be every term.

The third stage is STATEMENTED PROVISION/EDUCATION, HEALTH & CARE PLAN

Only a very few children will find Action Plus sufficiently ineffective to meet their learning difficulties. However, if this is the case it may be necessary, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. All parents may make a request to the LEA for a statutory assessment.

Schools and relevant nursery education providers have a statutory right to ask the LEA to conduct a statutory assessment or re-assessment of a child's educational needs (Education

Act 1996). In this context 'Schools' include all independent schools and all early education settings, which are in receipt of government funding to provide Early Years education.

When the LEA is considering an assessment the school will need to provide evidence of:

- identification of difficulties;
- records of the pupil's progress in National Curriculum tests and any other standardised test results;
- IEP's at both Early Years and Early Years Action Plus, or School Action and School Action Plus;
- advice from outside agencies which has already been gathered and acted upon;
- parental views.

The issuing of a statement/EHC Plan should take a maximum of 6 months and then will be reviewed annually.

Fees

The Head of Learning Support has a small amount of Learning Assistant time at her disposal to give help where appropriate, either within a lesson or by withdrawal. There is no extra charge for this, assuming standard levels of contact.

Any provision beyond that which is deemed reasonable may incur extra costs. Please refer to the separate policy for **Reasonable Adjustments for Pupils with Special Educational Needs or Disabilities**

DOCUMENTATION FOR GRADUATED RESPONSE - See appendix

Early Years Action / School Action

- | | |
|--------------------------------------------------------------|---------------|
| • Initial cause for concern sheet / Strengths and weaknesses | <i>Form A</i> |
| • Parental contact | <i>Form B</i> |
| • IEP | <i>Form C</i> |
| • Review Sheet | <i>Form D</i> |

Early Years Action Plus / School Action Plus

- | | |
|----------------------------------|---------------|
| • Paper work from earlier stages | |
| • IEP | <i>Form C</i> |
| • Review Sheet | <i>Form D</i> |
| • Outside agency involvement | <i>Form E</i> |

Statemented/EHC Plan Provision

- All paper work from earlier stages.

MEASURES ENSURING ACCESS TO BROAD AND BALANCED CURRICULUM

By careful planning, members of staff ensure that the curriculum contains work which is differentiated for a pupil with S.E.N. To assist, the following are implemented within the School:

- Differentiation in the curriculum (see Page 8, 'Planning for Special Needs').
- Variety of grouping systems.
- Support systems, including the possibility Learning Assistants.
- Individualised programme of study.
- Opportunity to have assessment by multi-sensory teacher, who can then support differentiated curriculum planning and/or an IEP.
- Opportunity to have individual lessons with independent multi-sensory teacher.

CRITERIA FOR ENSURING THE EFFECTIVENESS OF THE POLICY

- Members of Staff are aware of the needs of all pupils.
- Members of Staff are aware of the procedures regarding children with special educational needs.
- Children are achieving targets set in 'individual education targets'. These should be specific and measurable.
- Parental involvement (and pupils, where appropriate) is maintained.
- Pupil's self esteem is raised.
- Review dates are set.
- Parents are satisfied with S.E.N. procedures and policies within the school.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT S.E.N. PROVISION

- Hill House recognises the importance of good relationships with parents, including the parents of children who have special educational needs.
- Parents are informed about their child's progress and are involved at each stage of assessment, reviews and decision-making.
- Complaints should be discussed with the Head of Sector in the first instance, and if considered necessary involvement with the Headmaster and thereafter the Chairman of the Governors.

PLANNING FOR SPECIAL NEEDS

Special educational needs are generally the result of the mis-match between the delivery of the curriculum and the pupil's learning needs.

In providing special help, class teachers and subject teachers could consider varying:

- **input**
 - match work specifically to a child's previous experiences
 - specifically try to increase pupil's motivation
- **task**
 - break down task into smaller steps
 - allow more time for completion of task
 - allow different parts of a complete piece of work to be tackled by different children
 - provide extension activities

- **resources**
 - provide different/alternative resources
 - information technology
- **support**
 - consider altering teaching style
 - provide additional help
 - provide greater amount of reward/reinforcement
 - provide greater revision period
 - arrange additional time allocation for tests/exams, where appropriate
- **outcome**
 - plan work to allow for differences in outcome.

Learning Assistants

There is some capacity to offer limited time with Learning Assistants, either in the classroom or by withdrawal.

In the senior school, the school policy is for any work by Learning Assistants to take place outside the classroom, due to class size, the importance of independence, and social considerations.

Support Workers

Support workers may be accommodated where practical in the Lower and Middle School but not in the Senior School, due to class size, the importance of independence, and social considerations.

Learning Assistants and Support Workers who are employed on an individual basis are not funded by the school, and are funded by parents or by the local authority if appropriate.

EYFS

In EYFS, the School has regard to the *SEND Code 2014*

- The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- They should have a clear approach to identifying and responding to SEN.
- In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.
- Where a child appears to be behind expected levels, a methodology is outlined in the *SEND Code 2014* for gathering information and seeking "Early help" (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.
- Guidelines are given for seeking external help of specialists or requesting an EHC assessment.
- Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN support.

1/9/16