

Feltonfleet School

Special Educational Needs Policy

Introduction

At Feltonfleet School we are committed to providing a learning environment that enables all our pupils to experience success in learning and attain their full academic potential, whatever their needs or abilities. For some pupils their ability to learn is influenced by the presence of a learning difficulty. Many of these students are bright, enquiring individuals who can learn successfully if strategies and approaches are used

Aims

- To identify pupils with special educational needs and disabilities and to ensure that their needs are met where possible;
- To ensure that all pupils make the best possible progress;
- To ensure parents are kept informed of their child's special needs and provision and that there is effective communication between parents and the school every step of the way;
- To ensure that pupils have the opportunity to express their views and are involved in the target setting and reviewing process where applicable;
- To promote effective partnership and involve outside agencies where appropriate.

Roles and Responsibilities

The Learning Enrichment Department comprises the SENCo; the SEN teacher who specifically supports SEN pupils in-class and in small groups within the English and Maths departments; a peripatetic Literacy and Dyslexia specialist; a peripatetic Maths specialist and a Learning Support Assistant. The peripatetic teachers provide one-to-one teaching on site as does a Speech and Language Therapist; an Occupational Therapist and an EAL specialist.

The SENCo is responsible for

- Maintaining and making available to all class/subject teachers information about the learning needs of SEN pupils;
- Advising and supporting class/subject teachers and SEN staff on suitable approaches and strategies to make learning more accessible across a range of needs;
- Diagnostic assessment and putting exam access arrangements in place for pupils with learning difficulties across all year groups;
- Co-ordinating the services and support of external agencies like Educational Psychologists; Speech and Language Specialists and Occupational Therapists;
- Ensuring the full involvement of parents in decision making about pupils with SEN;
- Monitoring and reviewing IEP targets;
- Leading and facilitating staff training including providing INSET where required;

- Liaising with secondary schools for the transfer of pupils' SEN records.

Identification, Assessment and Monitoring of Special Educational Needs

Children are identified as early as possible through the use of standardised testing, teacher observation, and a system of tracking individual pupils' progress.

In Calvi the Learning Enrichment Department administers the Dyslexia Early Screening Test (DEST) to all children individually in the summer term of Reception. Where potential learning needs are identified, further diagnostic assessment is carried out using tests like the York Assessment of Reading for Comprehension (YARC); the Digit Memory Test and the Comprehensive Test of Phonological Processing (CTOPP) by the SENCo to provide a full learning profile of the pupil. Baseline Assessment of all Year 3 pupils is carried out in September and October using the group reading test (GRT) to get a reading age; the single word spelling test (SWST) to get a spelling age and a free writing test to get an indication of writing fluency, legibility and speed. VR and NVR tests are carried out in November. Pupils who score below chronological age on these tests are given further diagnostic assessment by the Learning Enrichment Department to screen for the presence of learning difficulties. These tests include the York Assessment of Reading for Comprehension (YARC); the Digit Memory Test; and the Comprehensive Test of Phonological Processing (CTOPP). In some cases, the Learning Enrichment Department may recommend further assessment by an outside specialist like an Educational Psychologist, a Speech and Language Therapist or an Occupational Therapist.

Pupils' progress is monitored as standard practice in all classes and wherever a class/subject teacher feels a pupil is not making the expected progress in their subject, the teacher will consult with the SENCo in order to decide whether an observation and/or possible further diagnostic assessment is required. When a pupil is referred to the SENCo for further diagnostic assessment, the teacher will complete a Record of Concern form which outlines the nature of their concern and the SENCo will document on this form any further assessments made.

Records of pupils' progress in standardised tests and exams is tracked on the Progress Sheet which is available to all staff on Common and this serves as a useful identification of potential learning difficulties. Pupils' SEN provision are recorded on the Progress Sheet as well as suggested strategies for teachers to incorporate in their lesson planning to help them meet the individual needs of these pupils.

Details of pupils who have been identified as having learning difficulties or disabilities are recorded in the SEN Register which is available on Common for all teachers to access. The SEN Register lists the pupils according to Year Group and provides a summary of the main areas of concern, the support being provided and exam access arrangements which are in place. Teachers are also encouraged to consult the individual pupil files which are located in the Learning Enrichment Department office in the Junior Block.

Provision of Support

Some pupils with a diagnosed learning difficulty may not require additional teaching support, but they may need particular strategies or time allowances in lessons or access arrangements such as extra time in exams. These pupils are registered on the SEN Register as Wave 1 provision or “Monitor”. These pupils receive high quality classroom teaching which provides a purposeful and rich curriculum that engages pupils in a range of multi-sensory and interactive activities and experiences. Teachers draw on a variety of teaching styles and approaches to meet pupils’ needs so that pupils’ experience success. Teachers monitor pupils’ progress on an on-going basis and build in regular opportunities for consolidation and reinforcement of teaching points already covered to maximise the opportunities for pupils to learn and retain.

Some pupils require additional support to achieve their potential or to advance their progress and help them achieve in line with their peers. This is termed Wave 2 provision and is provided through in-class or small group support by the SENCo or the SEN teacher in some English and Maths lessons.

For those pupils who require more extensive additional support, Wave 3 provision is provided to address their specific difficulties. This usually involves one to one tuition by a member of the Learning Enrichment Department or an outside professional like a Speech and Language Specialist or an Occupational Specialist. The cost of these one-to-one lessons is borne by the parents.

Where a pupil has a Statement of Special Educational Need and the school is receiving funding for this, the progress made by the pupil in terms of the targets outlined in their Statement is reviewed annually and a report provided for the Local Education Authority.

An Individual Education Plan (IEP) is prepared for each pupil receiving additional support with specific individual targets. IEPs are reviewed twice a year. The Learning Enrichment Department supports class/subject teachers in the preparation of IEPs and monitors their progress.

English as an Additional Language (EAL)

At Feltonfleet it is recognised that for pupils who speak English as an additional language, their ability to participate in the full curriculum may be in advance of their communicative skills in English. Class/subject teachers and the Learning Enrichment Department take action to support pupils who are learning English as an additional language by:

- Developing the pupil’s spoken and written English through strategies like:
 - Ensuring that vocabulary studied in class covers the meaning of key words, metaphors and idioms;
 - Providing a range of reading materials that highlight the different ways in which English is used;
 - Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Ensuring access to the curriculum and to assessment by:
 - Using accessible texts and materials that suit children’s ages and levels of learning
 - Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses where applicable

All pupils follow the curricular requirements of the Foundation Stage, National Curriculum and Common Entrance Syllabus. Where a pupil with EAL is not able to fully access the curriculum, the SENCo will refer the pupil to the peripatetic EAL specialist for one-to-one support, the cost of which is borne by the parents. The pupil is withdrawn from classes for short lessons focusing on grammatical development and phonological awareness in the English language using a range of multi-sensory techniques. The intensive lessons are individual and include conversational opportunities. The progress the child is making is reviewed regularly by the class/subject teacher and the SENCo with the EAL teacher who will in turn report back to the parents.

Most EAL pupils needing additional support do not have SEN. Should SEN be identified, EAL pupils have equal access to the school's SEN provision. If EAL pupils are identified as Able and Talented, they have equal access to the school's A&T provision.

Use of laptops

Feltonfleet will allow a pupil to use their own laptop where that pupil has been identified by an Educational Psychologist as requiring one as an aid to access the curriculum. The pupil would be required to read and sign the laptop agreement which outlines appropriate use of the laptop. Feltonfleet is under no obligation to provide such a pupil with a laptop to be used in this way.

Sue Small
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