

Meeting Special Educational Needs

SEPTEMBER 2010



Cheltenham College Junior School

Special Educational Needs / Learning Difficulties & Disabilities Policy

Academic year 2010-11

Contents

Cheltenham College Junior School SEN/LDD Policy

1. Introduction
2. Objectives of SEN/LDD Policy
3. SEN/LDD Principles
4. SEN/LDD provision
5. Identification and assessment and review
 - SEN/LDD flowchart
 - Record of Concern
6. Levels of Intervention (Years 3 – 8)
7. Early Years Intervention
8. Funding and Coach House Fees Levels
9. Every Child Matters
10. Staff roles and responsibilities
11. Partnership with external agencies
12. Partnership with parents and pupil participation
13. Monitoring the implementation of the SEN/LDD Policy
14. Complaints Procedure

APPENDICES

APPENDIX A: A graduated response to SEN/LDD chart

APPENDIX B: Every Child Matters summary chart

1. Introduction

At Cheltenham College Junior School we are committed to giving all our pupils every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children 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 children's needs are met.

The needs of children who experience difficulties with learning and are recognized and met through varied and flexible provision throughout the curriculum.

2. Objectives of SEN/LDD Policy

- To apply a whole school policy to meeting each child's individual needs following the guidelines of *The Code of Practice for SEN* (DfES 2001) and *The Disability and Discrimination Act 2002*
- To ensure that all children, whether or not they have SEN/LDD, have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To make formative, summative and diagnostic assessment to provide information for parents, teachers and external agencies, as appropriate.
- To help every child realise his or her full potential, promote a positive self-image and optimise their self-esteem.
- To identify individual strengths and weaknesses in attainment and attitude to inform teaching, regardless of culture, ability and gender.
- To enable all staff to play a part in identifying SEN/LDD pupils and to take responsibility for recognising and addressing their individual needs.
- To make relevant information available to staff regarding pupils' learning difficulties and disabilities via the school SEN database. Staff are responsible for using this information to inform their teaching and provide an appropriately differentiated curriculum.
- To provide support for staff so that children's needs can largely be met in the mainstream classroom.
- To provide a regular INSET programme both for the Learning Support staff and the mainstream teaching staff.
- To encourage the whole school community to demonstrate a positive attitude towards SEN through a range of interventions (Early Years Intervention/School Action/School Action Plus/Statemented) which are matched to the individual child's level of need.
- To work in partnership with the children's parents at all stages.
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.
- To ensure that no child is discriminated against- in any area of school life, on the basis of his / her disability.
- To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.
- To maintain relevant pupil records detailing their individual needs, the interventions put in place and progress made.
- To conduct regular reviews of the children's progress and ensure continuity of appropriate educational provision throughout the school

3. SEN/LDD principles

Principles of the policy

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

We have regard to the definition of SEN stated in the 'SEN Code of Practice', 1:3:

'Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.'

Definition of Special Educational Needs.

Children have a ***learning difficulty***¹ if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education 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 provision² means:

- a) 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 within the school
- b) for children under two, educational provision of any kind.

This SEN/LDD policy details how Cheltenham College Junior School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow these pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN/LDD.

We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.

¹ Code of Practice 2001, 1.2, Education Act 1996, Section 312

² Code of Practice 2001, 1.2, Education Act 1996, Section 312

Coach House SEN Policy 2010-11

Under the Disability Discrimination Act (DDA) 2005 and the SEN and Disability Act (SENDA) 2001, we have a duty not to treat disabled children (including those with SEN) 'less favourably' than non-disabled children. As a school, we make 'reasonable adjustments' for disabled children to ensure they have access to the curriculum, information and the physical environment.

We believe that **all** practitioners are teachers of children/pupils with learning difficulties and disabilities (LDD) and differentiate according to the needs of the children in their care. '**All teachers are teachers of children with special educational needs**'³. Teaching such children is a whole school responsibility.

Monitoring the progress of all children/pupils is an ongoing process, which enables early identification of any children who may require additional or different provision to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

Pupils with learning difficulties and disabilities (LDD) and vulnerable children are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues and concerns with the class teacher, Form Tutor, SENCo (Mrs Gill Barrett/Mrs Ali Brady), Deputy Head or Headmaster as appropriate.

Reference should be made to other relevant school policies as required, including Child Protection policy, Accessibility Plan, Admissions policy, EAL Policy, Race Equality policy and Pupil Discipline policy.

³ Code of Practice 2001, DfES.

4. SEN/LDD Provision

Management of SEN/LDD within the school

Parents will be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child. A Parental letter will be sent home during the first term of the new academic year, outlining SEN provision for their child.

Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress. Regular and careful monitoring of their progress will involve the parents/carers and children in working in partnership with the school. All staff are responsible for children with SEN/LDD.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the Inclusion Statement in National Curriculum 2000:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to recognise strengths as well as weaknesses and aim to involve all children in the activities of the school.

Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children.

Co-ordination of SEN/LDD Provision

The SENCo, (Special Educational Needs Co-ordinator) for Years 3 to 8 is **Mrs Gill Barrett**, also Head of Learning Support and is based in the Coach House. The SENCo holds regular meetings with the Headmaster and Curriculum director and attends Head of Department meetings. The Curriculum Director, Nicky Fortune, has SEN responsibility at SMT level.

The SENCo is responsible for:

- overseeing the day-to-day operation of the SEN/LDD policy
- co-ordinating provision for children with SEN/LDD (individual / pair / small group / in-class)
- liaison with and advising teachers
- ensuring there is liaison with parents and other professionals in respect of children with SEN/LDD and vulnerable children
- overseeing the records of all children with special educational needs
- management of learning support workers and Coach House teachers
- contributing to INSET staff training
- ensuring that appropriate IEPs (Individual Education Plans) are in place and that relevant background information about children with SEN/LDD is collected, recorded and updated
- liaising with external agencies including the LEA, Educational Psychology services, Speech and Language Therapists and health and social services
- maintain an up to date SEN Register and EAL (English as an Additional language) Register

Coach House SEN Policy 2010-11

The SENCo is responsible for maintaining a SEN Register which record pupils who have learning difficulties and disabilities in the following four categories of need:

- Cognition and Learning
- Behaviour, Emotional & Social Development
- Communication & Interaction
- Sensory / Physical

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN/LDD. We link with external agencies as appropriate, including the LEA, other schools and Health and Social Services. We work on a regular basis with the following independent agencies:

- Aspire Consultants (Independent Educational Psychologists)
- Cathy Shilling (Independent Speech and Language Therapist)

Specialisms

The school has experience in supporting children with a range of needs. We are developing particular expertise in supporting pupils with specific learning difficulties e.g. dyslexia, dyspraxia and language and communication difficulties.

Admissions

Provision for children with SEN/LDD is a matter for the school as a whole. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEN/LDD play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary this is discussed with the parents/carers.

We welcome students from abroad. Please refer to the English as an Additional Language (EAL) policy for details of provision for EAL pupils.

Pupils with Statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. When the facilities exist or can reasonably be provided to effectively support a child with LSS, an application will be treated no less favourably than any other child.

For further details on our Admissions procedure, please refer to the Application Form on the school website. (www.cheltcoll.gloucs.sch.uk/pages/junior/information/appform.htm)

Accessibility

The school is ramped and wheelchair users can access the main classrooms and toilet for the disabled. Learning Support also has a toilet for the disabled. Access for wheelchair users is available on the ground floor of the Coach House. Please refer to the Access Plan for further details.

5. Identification, assessment and review

Identification and Assessment

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of the Junior school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry and annually thereafter in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. Assessments provide baseline data from which to track progress through school.

Current Year Group Assessments include:

- Early Years – Quest Screening and Baseline PiPs assessments
- NFER English, Maths and Verbal Reasoning (Years 3 -8)
- PiPs assessments (Years 3 – 6)
- Ann Arbor Dyslexia Screening Test (Year 4 and Year 6)
- Internal exams as appropriate to the Year Group

We are committed to the early identification and intervention of children who may have SEN/LDD, working closely with staff at all stages of the Junior School to achieve this. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended. **Please see the SEN/LDD flowchart for a visual summary of the SEN process. Part of this process includes a Record of Concern Form (see enclosure) which staff complete if they have concerns about the progress a child is making.**

If further assessment is required we conduct internal diagnostic assessments to help to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies to support the child.

The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes and as preparatory information for Cheltenham College or elsewhere.

Curriculum entitlement:

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations / monitoring / baseline assessment / showing cognisance to the National Literacy Strategy / standardised tests. All information gained is used to support planning and to inform teaching in order to aid progress of learning.

Inclusion:

At Cheltenham College Junior School we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Disapplication and modification

The school can, where necessary, modify or disapply the Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. Cheltenham College Junior School makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, careful setting or through the provision of additional learning resources.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and agree what alternative provision would be put in place. Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO has responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

EAL pupils

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. EAL pupils sit an Entrance Exam to assess their level of literacy, thereafter referral to an EAL teacher may be required for monitoring or support teaching.

Review and Monitoring of children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

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

- closes the attainment gap between the child and their 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 child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

The Curriculum Director, Mrs Nicky Fortune, also maintains an overview of how children are progressing. Regular meetings are held between the SENCo and Curriculum Director to discuss specific concerns with pupils' progress.

Parent Meetings also provide an opportunity for staff to discuss a child's progress with their parents. The SENCos both attend all Parents Meetings.

Record Keeping

Pupil records are made available to the Headmaster, Director of Studies, teaching staff and to parents on request.

- Health Records will be maintained by the Medical Centre in consultation with parents
- Class teachers will record ongoing achievements and observations and maintain individual records and portfolios.
- The SEN Co-ordinators (Ali Brady and Gill Barrett) will maintain records for children at School Action Plus and above.

Coach House SEN Policy 2010-11

SEN flowchart

Cheltenham College Junior School Learning Support Department
 Learning Support Department



Record of Concern

Cheltenham College Junior School
Learning Support Department



Pupil Name:	Form:	Date of Birth:
Concern raised by:		

Nature of concern:

Cognition Behaviour Communication Physical

Class based assessments / samples of work /evidence to support concerns:

Class based interventions already tried:

Examples of differentiated activities used:

Current support being given:

Is progress being made? yes no

Successful strategies used:

Further action required?

Please complete the following information:

- Does the child have an IEP yes no
- If yes, are current concerns different or new?

• Latest NFER scores: English Maths VRQ

- Have parents been advised of your concerns? yes no

Signed: _____

Date: _____

6. Levels of Intervention (Years 3-8)

The graduated response, adopted in the school, recognises that there is a continuum of needs, as is recommended in the SEN Code of Practice. (see **Appendix A**) Pupils may be at School Action, where their needs are largely met by class teachers or School Action Plus, where intervention from an external specialist is involved or Statemented where a Statement of special Educational Need has been granted by the LEA.

Pupils may be on the SEN/LDD Register as being monitored. The SEN/LDD Register is regularly updated and issued to staff. Staff are responsible for checking whether pupils they teach are listed on the SEN/LDD Register. The majority of pupils on the SEN/LDD Register have an Individual Education Plan on the SEN intranet database, unless they are being monitored only.

School Action When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The teacher liaises with the SENCo and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each half-term/term, or as appropriate. IEPs are available to staff via the school intranet database. This will be called **School Action**.

The triggers for intervention through *School Action* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional 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 specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

In such cases, the teacher completes a **Record of Concern Form** and discusses this with the SENCo.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them if the parents agree. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). IEPs are available to all staff via the SEN intranet database. The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

School Action Plus

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At *School Action Plus* external support services, will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. IEPs are updated to reflect assessment scores, difficulties and recommendations from Specialist Reports.

Each pupil's Individual Education Plan (IEP) is reviewed to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are involved where possible.

The triggers for *School Action Plus* will be that, despite receiving individualised support under *School Action*, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for a Statutory Assessment

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a **Statutory Assessment** may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, a Statement of Special Educational Need may be issued by the LEA.

Where a request for a Statutory Assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- Attainments in literacy and mathematics as per in-house or standardized tests
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service

Statutory Assessment of Special Educational Needs

Statutory Assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a Statutory Assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a Statutory Assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement. **A Statement of Special Education Needs** will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of a Statement of Special Educational Needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at destination senior school. The SENCo of the receiving school should be invited to attend the final annual review in Year 8 of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

7. Early Years Intervention

Identification, Assessment and Provision in Early Education Settings

The Government's Early Learning Goals sets out what most children will have achieved by the end of the foundation stage/school reception year. Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

Each Year Group is assessed via:

- Quest Screening
- PiPs assessments

Graduated response

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting.

The key test for action is evidence that the child's current rate of progress is inadequate.

Adequate progress

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:-

- closes the attainment gap between the child and the child'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 child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour.

In such cases, the teacher completes a **Record of Concern Form** and discusses this with the SENCo.

Once practitioners have identified that a child has special educational needs, the setting will intervene through **Early Years Action**. If this intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. This form of intervention is referred to as **Early Years Action Plus**. Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.

The Head of Kingfishers

- Provide a reference point for the implementation of the SEN/LDD policy
- Offer support in identifying and meeting the needs of children with SEN/LDD.
- Oversee record keeping
- Liaise with the SENCo., Medical Centre and external agencies, including partnership links with other schools
- Ensure that parents are consulted and informed
- Keep the Headmaster informed of the child's progress

The Kingfisher's SENCo.

In this Early Years setting the SENCo is **Mrs Ali Brady**. The SENCo will have responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other practitioners in the setting
- ensuring that appropriate Individual Education Plans are in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCo will also ensure that appropriate records are kept including a record of children at *Early Years Action* and *Early Years Action Plus* and those with statements. The teacher/practitioner usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Early Years Action

When a child is identified as having a special educational need, interventions should be devised that are addition to those provided as part of the setting's usual curriculum (**Early Years Action**). The triggers for intervention through *Early Years Action* could be concern about a child who despite receiving appropriate early education experiences:

- 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 when individual attainment is measured against prior achievement, class or school standards, the National Curriculum
- Evidence of attainment will be acquired by on-going teacher observation and assessment activities highlighted in termly plans
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If practitioners in consultation with parents conclude that a child may need further support to help them progress, staff should seek the help of the SENCo, having completed a **Record of Concern Form**. The SENCo and colleagues will collect all known information about the child and seek additional information from the parents. In some cases, outside professionals from health, social services or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCo should contact them if parents agree.

Nature of intervention

The SENCo and the child's teacher, in consultation with parents, will decide on the *Action* needed to help the child to progress in the light of their earlier assessment. This *Action* will comprise of individualised arrangements for learning and teaching. These arrangements may include:-

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.
- Individual targets will be set with the class teacher an appropriate support given

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). This should include information about

- the short-term targets set for the child
- the teaching strategies
- the provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

The IEP will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The IEP will focus on three or four key targets and will be discussed with parents and the child. The IEPs will be continually kept 'under review,' but are formally reviewed three times a year. Parents' will be consulted as part of the review process.

Early Years Action Plus

Early Years Action Plus is characterised by the involvement of external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The SENCo, in agreement with the Head of Kingfishers and parents will contact appropriate outside agencies for support and guidance.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas.
- continues working at an early years curriculum substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualized behaviour management programme
- 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 interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress. Delivery of the IEP will remain the responsibility of Early Years teacher.

Early Years Requests for Statutory Assessment

For a very few children the help given by the early education setting through *Early Years Action Plus* will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate through the Local Education Authority.

Where a request for a Statutory Assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the setting will provide evidence to the LEA detailing:

- The school's action through *Early Years School Action* and *Early Years School Action Plus*
- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant

Coach House SEN/LDD Policy 2010-11

- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

In co-operation with the LEA special provision will be arranged, monitored and reviewed.

Early Years Annual review

All early years statements will be reviewed at six monthly with all involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The review will focus on what the child has achieved as well as on difficulties that need to be resolved. The SENCo of Years 3 to 8 will be invited to attend the final review in the early years setting, to allow them to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer to Lower School will occur.

8. Funding

Charges are made for individual or group withdrawal lessons in Coach House. Please see enclosed Fees Levels.

Parent funded in class support

A charge is made directly to parents if individual in class support is required for a pupil. This is done in agreement with parents and is usually implemented on the basis of a recommendation from an Educational Psychologist or Specialist teacher.

One term's notice is required (on both sides) if this support is to be withdrawn. Meetings are held with parents each term to review the child's progress and discuss the level of in class support which is required for the forthcoming term.

If referral to an external specialist e.g. Educational Psychologist, is required, then parents are invoiced directly by the specialist.

A charge is made directly to parents for EAL lessons.

9. Every Child Matters

We aim to meet the outcomes as specified in Every Child Matters, 2004, namely:

- **Be healthy**
- **Stay safe**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well-being**

The Every Child Matters: Change for Children has created a new climate for the care of children and young people with special educational needs. The emphasis is on:

- integrating services better around children and young people
- early identification and effective support for children with additional needs
- participation by children and young people themselves.

For further details regarding Every Child Matters, please refer to **Appendix B**.

10. Staff roles and responsibilities

Staff roles and responsibilities

Name	SEN qualifications	Role and responsibilities	P/FT
Mrs Gill Barrett	<ul style="list-style-type: none">Advanced Diploma in SENCertificate in SpLD	SENCo. (Years 3-8) Head of Learning Support Learning Support teacher	Full-time
Mrs Ali Brady		Early Years SENCo. Learning Support teacher	Part-time

Other teaching staff in Coach House include:

Learning Support teachers (literacy)

Christina Conner, Lara Flanagan, Sophie Bryan, Giselle Amiry and Victoria Beevers.

Learning Support teachers (numeracy)

Sarah Woodall, Christina Conner, George Abouyannis plus AN Other

English as an Additional Language teacher

Matt Hall

Learning support workers:

Matt Hall, Lisa Reynolds, Rachel Preen, Amanda Thomas, Sue Morris, Gemma Bishop, Elizabeth Hawkins and Bridgette Williams.

Professional development for staff:

We have a plan for all staff and the SENCo to be involved with further training in line with the priorities identified in the Department Development Plan.

We have regular staff meetings where SEN/LDD issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENCo attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN/LDD.

11. Partnership with external agencies

Support services available:

Advice and support from outside agencies is available if requested by the school. We believe that effective action on behalf of children with SEN/LDD depends upon close co-operation between the school and other professionals, e.g. the LEA (if applicable), SEN support services, Health Services, Social Services, etc., in line with the requirements of Every Child Matters.

Links with other agencies:

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN/LDD. We include all in social events, curriculum workshops and informal meetings.

Records of all children are sent to the receiving educational establishment for their attention.

12. Partnership with parents and pupil participation

Partnership with parents:

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion. We share information with parents/carers in informal conversations and individual meetings, as well as keeping relevant records in individual pupil files. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers can be informed about the Parent Partnership Service⁴ so that they can obtain support, advice and information if they wish. We promote a culture of co-operation between parents, external professionals and other schools. This is important in enabling anyone with SEN/LDD to achieve their full potential.

We respect the differing perspectives of all parties concerned with children with SEN/LDD and seek constructive ways of reconciling different viewpoints. We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Pupil participation:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision making processes, including setting and reviewing of targets, contributing to their IEPs, discussing their choices, assessment of needs and in the Annual Review procedures, wherever possible. We encourage pupils to participate in their learning by involving them in setting and reviewing targets.

Transfer arrangements:

We have procedures in place to ensure that transfer arrangements to Senior schools or other schools take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. The SENCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

⁴ Parent Partnership Service - www.parentpartnership.org.uk for information, advice and support to parents and carers of children and young people with special educational needs (SEN).

13. Monitoring the implementation of the SEN/LDD Policy

The SENCo instigates and co-ordinates formulating the SEN/LDD policy. It will be updated as required in response to comments received from relevant parties. The SENCo, in conjunction with the Curriculum Director, Heads of Departments and teaching staff monitor the progress of individual pupils, the effectiveness of provision and the implementation of the policy. The quality of SEN/LDD provision is continually monitored, evaluated and reviewed.

Policy Review

The SEN/LDD policy is subject to a regular cycle of monitoring evaluation and review. The SEN/LDD policy should also be read alongside the disciplinary policy, as stated in the Aims and Objectives Section of the Common Room Handbook.

The Senior Leadership Team, will on an annual basis, consider the effectiveness of the work and advise if any amendments to the SEN/LDD Policy need to be made. The broad principles and objectives set out in the SEN/LDD policy lay the foundation for the criteria by which we evaluate the success of our policy.

The Senior Leadership team, SENCo and subject co-ordinators monitor classroom practice, analyse pupil tracking data and test results and identify value added data for pupils with SEN/LDD. SEN/LDD is part of our school self-evaluation arrangements/is and SEN/LDD provision is a priority in the School Development Plan.

The Education Committee of the Governing Council will be kept informed through its meetings with the Development of SEN/LDD within Cheltenham College Junior School to ensure that:

- Provision is made for pupils who have SEN/LDD
- The needs of pupils with SEN/LDD are made known to all who are likely to teach them.
- Teachers are aware of the importance of identifying, and providing for, those children with SEN/LDD
- A pupil with SEN/LDD joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEN/LDD provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Have regard to the SEN Code of Practice when carrying out its duties to pupils with SEN/LDD
- Parents are notified of the decision of any extra provision being made for their child
- The Governing Council will be involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources

14. Complaints Procedure

Procedures for concerns

We endeavour to do our best for all children but if there are any concerns regarding SEN/LDD, we encourage those concerned to approach the Class Teacher / Form Tutor in the first instance or the Head of Learning Support / SENCo or the Headmaster and a response will be made as soon as possible.

Please also refer to the School Complaints and Grievances policy.

APPENDICES

APPENDIX A: A graduated response to SEN/LDD chart

APPENDIX B: Every Child Matters summary chart

Appendix A. A Graduated Response to SEN/LDD

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered.
School Action	The teacher responsible for the child informs the SENCo of the concern via a Record of Concern Form. The SENCo writes an IEP in consultation with the staff, parents/carers and the pupil.	The IEP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. IEP is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
School Action Plus	The SENCo requests advice from an external agency. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for Statutory Assessment.
Statement of SEN	The LEA considers the pupil's difficulties to be severe and complex enough to issue a Statement.	A new IEP is devised by the SENCo to reflect the Statement and related provision and targets.	An Annual Review is held to review progress. This involves a representative from the LEA, parents and school staff.

APPENDIX B - EVERY CHILD MATTERS

Be healthy	Physically healthy Mentally and emotionally healthy Sexually healthy Healthy lifestyles Choose not to take illegal drugs Parents, carers and families promote healthy choices
Stay safe	Safe from maltreatment, neglect, violence and sexual exploitation Safe from accidental injury and death Safe from bullying and discrimination Safe from crime and anti-social behaviour in and out of school Have security, stability and are cared for Parents, carers and families provide safe homes and stability
Enjoy and achieve	Ready for school Attend and enjoy school Achieve stretching national educational standards at primary school Achieve personal and social development and enjoy recreation Achieve stretching national educational standards at secondary school Parents, carers and families support learning
Make a positive contribution	Engage in decision-making and support the community and environment Engage in law-abiding and positive behaviour in and out of school Develop positive relationships and choose not to bully and discriminate Develop self-confidence and successfully deal with significant life changes and challenges Develop enterprising behaviour Parents, carers and families promote positive behaviour
Achieve economic well-being	Engage in further education, employment or training on well-being leaving school Ready for employment Live in decent homes and sustainable communities Access to transport and material goods Live in households free from low income Parents, carers and families are supported to be economically active

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