



Whole School Special Educational Needs Policy includes EYFS and out of school provision

Introduction:

This policy is in keeping with the School's aims, its teaching and learning policies, and its policy on equality of opportunity. 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 needs.

As a Centre for Individual Development we offer to the whole school support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.

We employ a range of strategies to achieve this, including:

- Identification and assessment of individual needs
- Designing individual learning programmes
- Advising and working with colleagues (academic & pastoral)
- Liaising with external agencies
- Communicating with parents

We are committed to equal opportunities and show due regard in our work, policy and procedures to SENDA 2001.

Objectives of the LDD Policy

- To ensure that all pupils, whether or not they have a Learning Difficulty or Disability (LDD), have access to a broad, balanced and relevant curriculum that is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any pupil who may have special educational needs.
- To help every pupil realise his or her full potential and optimise their self-esteem.
- To enable all staff to play a part in identifying LDD pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards Special Educational Needs.
- To encourage an effective parent-school partnership in developing and implementing a joint learning approach at home and at school.

- To encourage and support pupils to participate in all decision-making processes that occur in their education, taking into account their views and personal targets.
- To follow the Code of SEN Practice which recommends a graduated approach whereby appropriate strands of action are matched to the individual pupil's needs.

Definition of Special Educational Needs

The Code of Practice (2001) states the following definition of Special Educational Needs:

“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; or
- 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 schools within the area of the local educational authority.
- c) Are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision 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 provision means:

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 in schools maintained by the LEA, other than special schools, in the area.”

It is important to note that, other than for the Nursery and Reception, our school's SEN policy document is guided by the Code of Practice as required by Part IV of the 1996 Education Act, but it is not governed by the Code of Practice. It takes into account the education settings introduced by the Special Educational Needs Disability Act (SENDA 2001). Early Years' provision is governed by the SEN Code of Practice.

Key Individuals involved in SEN Policy

- **Governors:** At Cranford House the Governors are involved in developing and monitoring the school's SEN policy. There is a named Governor who is knowledgeable about the school's LDD provision, including funding, resources and personnel. LDD provision is an integral part of the school development plan and the quality of the LDD provision is continually monitored. The named governor involved in Special Educational Needs and EYFS is Mrs Sarah McNaught.
- **Senior Leadership Team:** The SLT is involved in developing and monitoring the school's SEN policy and periodically requests a report from The Heads of the Centre for Individual Development (SENCOs – Senior school and Junior school)

on the policy and the development of the provision. At other times the SLT SEN liaison representative ensures that any decisions made by SLT takes into account the needs of all pupils including those with a learning difficulty or disability. The SEN Representatives on the SLT are the Heads of Schools.

- **Special Educational Needs Co-ordinator (SENCO):** The learning support work within the school takes place within the Centre for Individual Development (CID). This department is led by two people, one taking responsibility for the Senior School, the other the Junior and Lower School. The Head of CID role encompasses the SENCO role within the relevant school. The Head of CID – Senior School is Mrs Gill Mabbett and the Head of CID – Junior and Lower School is Mrs Maryssa Stott.

Identification and Assessment of Special Educational Needs

We are a non-selective school and welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Cranford House School. Treating every child as an individual is important to us, and we welcome pupils with learning difficulties and disabilities, providing that our Centre for Individual Development can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatments.

We advise parents of children with special educational needs to discuss their child's requirements with school before he or she enters the school, so that adequate provision can be made. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

A pupil's needs may also become apparent through:

1. The Admissions procedure
2. Teaching within the classroom
3. Screening procedure
4. Parental expressions of concern
5. Assessment undertaken by the CID department
6. Other source

1. The Admissions Procedure: (Please refer to the school Admissions Policy and Procedure on the T drive.)

As stated in the Admissions Policy and Procedure document, all new pupils entering Years 1-6, untimely Year 7 entrants and Years 8 – 11 take the Cognitive Profiling System (COPS) or Lucid Assessment System for Schools (LASS) (Junior or Senior) screening test when they come for an assessment day. This is administered by either the Registrar or a Head of CID and annotated by the relevant Head of CID.

The pupils may also undertake short assessments in Maths or Literacy administered by the class teacher.

All Pupils wishing to join Year 7, excluding the existing year 6 pupils already in the junior school, will do the LASS screening tests when they attend a taster day. This is administered by the Registrar and annotated by CID. Early in the Spring Term all prospective Year 7 pupils attend an assessment day where standardised tests are administered.

During the course of the Admissions procedure it may become evident, either from information given by parents, test results, or from previous school reports, that the pupil has a learning difficulty or disability. It may then be appropriate to further test or investigate the specific needs of the pupil and, therefore, the child may be called back for a further visit. The Centre for Individual Development will then administer standardised reading and spelling tests, plus any other specific tests felt necessary for the particular need. If after the tests it is felt that learning enhancement is required or suggested, the Registrar will include in the offer letter a paragraph detailing the level of support required or the intention to monitor the pupil's progress prior to offering support if necessary. In addition, an assessment from an Educational Psychologist may be considered necessary, particularly in the case of pupils nearing external examinations. This may be recommended to the parents.

Each pupil with a learning difficulty or disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.

Our Centre for Individual Development is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty in the following area: Dyslexia, Dyspraxia and Dyscalculia.

2. Teaching within the Classroom:

If a class teacher feels that a pupil is showing signs of under - achieving or having a specific learning difficulty, then, after consultation with the Head of CID, Headmistress and the parents, diagnostic testing will be given by the CID Department. If it is felt that the pupil would benefit from extra support, and parents are in agreement, then lessons are arranged.

If a pupil does not have a recognised problem but their work shows signs of weakness, then one or more of the following recommendations will be made to the parents depending on the severity of the problem:

- the pupil's progress will be closely monitored to see whether progress is made with literacy or numeracy skills without individual lessons.
- individual lessons to help overcome the areas of weakness
- an assessment by an Educational Psychologist.

3. Screening Procedure:

Within the Nursery, Lower and Junior School, there is a well structured method of screening and assessment.

In the Nursery, progress is monitored in the specific areas of language and literacy, mathematical skills, physical skills, hand and eye co-ordination and personal and social skills. Close communication exists between Nursery and

Reception teachers and areas of weakness are noted. On occasion, external agencies are also involved in the assessment and provision of support for the pupils. When this occurs, an External Involvement form is completed by the CID Nursery Link Worker, which acts as an IEP for the child. The form outlines the main targets set by the external agency and the classroom provision that is put in place to meet the pupil's needs. It also details the external agency involved and is regularly reviewed and a new set of targets are drawn up.

All Reception pupils are screened early in the Spring Term in order to assess their literacy development. Any pupils that are causing concern are then highlighted and the parents are informed. These pupils then attend a booster group for the rest of the year. Towards the end of the academic year, these pupils are reassessed to see how they have progressed and the results are discussed with the parents. If further support is required, this is organised for the next academic year.

From Form I, children are given standardised reading and spelling tests and if, during the course of these regular tests, it is suspected that a child is underachieving, then further diagnostic testing will be given by the Centre for Individual Development. The Centre for Individual Development looks to see that correct word attack skills, phonological skills and awareness and spelling strategies are in place. If necessary, the child will be placed on the Centre for Individual Development Register, and intervention will be provided. The Centre for Individual Development prepares a brief written report for each child and discusses this with the class teachers. The class teachers then, in turn, discuss the report and any concerns with the parents and parental comments are then entered on the bottom of the report. In this way the comments and views of CID, form teachers and parents are recorded. The report is printed and filed in the pupil's individual file.

In the Junior and Senior schools pupils in forms 3-6, 7 and 9 are annually screened by CID using group reading and spelling tests. The results are given to the relevant classroom staff and any concerns are shared with the parents. If it is considered necessary, CID may further test a pupil if the screening shows there may be a learning difficulty. At present the tests used are: Edinburgh Reading Test and Vernon Spelling Test.

4. Parental Expression of Concern:

Either during the Admissions process, or subsequent to the pupil joining the school, parents may express a concern about their child's progress. This will at first be dealt with by the relevant form teacher and Head of School. However, they may enlist the help of CID in assessing and testing the pupil and then liaising with the parents.

On some occasions, parents may have their child assessed by an external agency. The school will then request a copy of the report and will discuss the findings of the report with the parents. Depending on the findings and recommendations, the

pupil may then have support within school. However, the parents may request that this is not the case and the school may then place the pupil on the Centre for Individual Development register to be monitored. Any classroom recommendations will be circulated to all staff by CID and a copy of the report will be retained on file for future reference and to ensure all examination concessions, if relevant, can be applied for.

5. Assessment undertaken by the CID department.

This may be initiated by school staff, parents, admissions procedure or screening procedure. CID staff may use specific tests to assess the pupil and screen for the possibility of a specific learning difficulty. If it appears that a pupil has a LDD then it will be recommended that an external assessment is carried out by an Educational Psychologist, although not usually before the child is 7 years old.

An assessment by an Educational Psychologist will be needed in the Senior School in order to obtain concessions for GCSE examinations.

A list of local Educational Psychologists is maintained, though no particular one is recommended.

6. Other source:

Physical Disability:

We recognise that some children with learning difficulties and disabilities may also have physical disabilities. Parents, and prospective parents of disabled children can obtain copies of Cranford's school's Accessibility Plan and Disability Policy from the school. These show the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

If a pupil has a physical disability, medical information is outlined in the individual pupil's medical records. Lists of all pupils with medical problems or requiring any special disability provisions are available for Staff in the Staff Room and from the School's Matron. Generally, these pupils are not entered on the Centre for Individual Development Register unless the problems make it significantly harder for the child to learn at school.

Every effort is made to ensure that a child with a physical disability is afforded the same opportunities, in terms of educational and social opportunities, as the able bodied child.

English as an Additional Language (EAL):

In order to cope with the academic and social demands of Cranford House School, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language, or pay for the assistance of a Teaching Assistant in lessons.

Provision for Pupils with Special Educational Needs

Provision for pupil with special educational needs is a matter for the school as a whole. In addition to the governing body, the School's Headmistress, SENCOs and learning support team and all other members of staff have important responsibilities. It is important to remember that all teachers are teachers of pupils with special educational needs.

Teaching pupils with special needs is a whole-school responsibility, requiring a whole-school response.

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of the pupils will learn and progress well within these arrangements. However, for pupils with special educational needs, there may be the need to provide an additional level of provision that supports and enhances their learning abilities.

In line with the SEN Code of Practice, the Centre for Individual Development suggests a graduated response to the provision for pupils with special educational needs. This approach recognises that there is a continuum of special needs requiring a different level of support depending on the specific educational need. This may be met within the classroom, in small groups, in 1 to 1 lessons or by seeking the help of external specialist agencies.

From September 2009 there will be a development of the provision of support and changes to the procedure will occur in a planned and organised manner. In all three schools a common procedure will be undertaken when a pupil is identified as not making adequate progress.

If, despite having appropriate learning experiences, a pupil is not making progress either generally or in a specific aspect of learning, then differentiated learning opportunities will be provided in Wave 1. This may take the form of an alternative teaching approach, different grouping strategies within the classroom, differentiated work and the support of teaching assistants. The Centre for Individual Development may be asked to advise the class or subject teacher and may also be involved in monitoring progress. Regular and frequent monitoring of the pupil's progress by the class teacher will show whether the provision is being effective.

If progress is still inadequate, additional opportunities and approaches to learn through small group support may be indicated. This is Wave 2 or School Action. In this level of intervention small groups will be used for out of class activities to reinforce or develop specific skills through differentiated activities. CID staff will deliver this provision which will be for a specific period of time. If this level of intervention does not enable the pupil to make satisfactory progress, individual one-to-one support at Wave 3 may follow. It will be recommended that the pupil should have individual help from the Centre for Individual Development learning support teachers. These teachers will then take the lead in accessing the pupil's difficulties and draw up an Individual Education Plan. At Wave 3, advice and support from external agencies may be sought and this is known as Wave3+.

At each stage, after gathering information from the class teacher, home, pupil, and any further assessments considered advisable, targets and strategies will be drawn up and then reviewed after a suitable period of time.

The following table outlines the different Waves of Action:

	WAVE 1 <i>(differentiated learning in class)</i>	WAVE 2 <i>(differentiation + small group support)</i>	WAVE 3 <i>(differentiation + individual help)</i>	WAVE 3+ <i>(individual help + extra support or advice from external agencies.)</i>
Assessment and Planning	In-class Teacher Assessment Screening tests	Teacher Assessments, screening tests. In-School whole class assessments	In school individual assessments	External assessments by Ed Psych or other
Grouping for Teaching Purposes	Grouping strategies used within classroom	Small groups used for out of class activities – according to specific need. eg. spelling, maths, reading etc	Individual tuition to support IEP targets	In addition to individual tuition to support IEP, programme drawn up by external therapist.
Human Resources	Class teacher and Teaching Assistant. (Advice from CID as necessary.)	CID staff.	CID staff.	CID staff in liaison with external therapist.
Curriculum and Teaching Methods	Differentiation within lesson. Use of VAK teaching methods. Other adjustments to teaching methods as necessary.	Specific reinforcement or development of particular skills through carefully differentiated activities and materials.	Individual programme devised and delivered to support specific targets.	Individual programme devised and delivered to support specific targets.

The Role of CID in each of the Waves of Intervention:

Wave 1:

The Centre for Individual Development will act as a resource for staff, providing advice on teaching styles, learning styles, specific needs and differentiated work. This may take the form of general advice and information sheets, Inset training or specific advice on particular pupils. CID staff may also be involved in helping to set realistic targets and then reviewing the pupil's progress after a specific time period.

Wave 2:

The Centre for Individual Development staff will assess and group the pupils. They will then run the small groups and will provide a Group Educational Plan which will contain suitable targets. After an agreed period of time, the pupils will be reassessed and either return to the classroom situation, remain in the group for a further period of time or progress on to Wave 3 support. At present there are few groups meaning that the Wave 2 provision is limited. This is an area that CID wish to develop and expand.

Wave 3:

If a pupil is having individual help from the Centre for Individual Development then they will be placed on the CID register. The CID staff will take the lead in assessing the pupil's difficulties and will put in place an Individual Education Plan (IEP). The pupil's progress at Wave 3 is assessed twice yearly and it is either recommended that the level and type of support is altered or new targets are drawn up for the new IEP. This is done in conjunction with the school staff, parents and pupils themselves.

Individual Educational Plans

An IEP is used to plan the intervention for pupils in Wave 3 and those with a statement of Educational needs. The IEP sets out:

- The nature of the pupil's learning difficulty or disability – outlining their strengths and weaknesses
- Specific learning targets, focusing on three or four key objectives
- The materials and resources to be used, including any special equipment or provision within the classroom or at home
- The staff that will be involved and the frequency of the support
- The time scale within which the work is to be carried out
- Monitoring and assessment arrangements
- Outlines teaching approaches and strategies to help the pupil achieve.

IEPs are kept under review at all times and may be adjusted accordingly. However, every IEP is reviewed twice yearly (December and June). Class and subject teachers are consulted and the pupil's views sought. Parents are then invited to attend a review meeting during which time the CID teacher will outline progress made and the targets reached, along with recommendations for the way forward. The parents' views are requested and an agreement is reached on the best way to proceed.

The CID teacher will formally record the outcomes and progress report which is sent home, together with a new updated IEP, at the end of the Autumn and Summer Terms.

Parents are encouraged to contact their son or daughter's CID teacher at any time if they have any queries or concerns.

Group Education Plans: When a small group runs (as in the Wave 2 provision) a group Education Plan may be drawn up. The common targets and strategies will be recorded and a plan for progress assessment recorded. The parents of each pupil within the group will be sent a copy of the plan and will be invited to a review meeting once the initial review period has passed. Each pupil will have an individual progress report written for their time in the group and this will clearly outline their success and future needs (as necessary).

CID register

The Centre for Individual Development maintains a register that gives details of all pupils that receive some level of learning support. It outlines their weaknesses, type of support being given (individual lessons, group support or monitor), the CID teacher that they are assigned to, whether they are eligible for extra time in external examinations and if they have been assessed by an Educational Psychologist. This register is held on the T drive and is available for all staff to refer to. It is updated each term.

Examination procedures

If the pupil's needs are complex and are likely to necessitate concessions in public examinations, then an assessment by an Educational Psychologist is sought if one has not already been carried out. Concessions that may be awarded could include extra time (of up to 25%) and occasionally a scribe or reader. If extra time is awarded, then practice is given in school examinations whenever possible from Form 7 upwards.

Concessions in examinations are applied for by the School's Examination Officer on the advice of CID.

External agencies

The Centre for Individual Development maintains a list of local Educational Psychologists to whom the parents may take their children for assessment. The school does not recommend any particular Psychologist.

The Centre for Individual Development also maintains a list of other external agencies that may be helpful in providing support for the pupils at Wave3+. This is available on request from the Heads of CID.

The Centre for Individual Development would only recommend that parents seek help from an external agency if it was necessary for the progress and support of the pupil. It would be the responsibility of the parents to ensure that the external specialist is able to assess the child and make their recommendations. When the support of an external agency is sought, that agency may 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. Therefore, all records of this nature are kept in the pupil's individual folder in the CID office filing cabinet.

The external specialist may act in an advisory capacity, or may provide specialist assessment or even be involved in teaching the pupil directly. The pupil's CID teacher will be responsible for ensuring that the resulting IEP sets out the strategies for supporting the pupil's progress as well as the targets being aimed for. They will be responsible for reviewing the pupil's progress and, in more complex multi-agency cases, will organise review meetings for all concerned. Parents will be involved in all stages of this process.

Statutory Assessment of Special Educational Needs

If a request is made for a statutory assessment to an LEA, in accordance with the Code of Practice, the school will provide information and evidence about:

- The school's actions and interventions
- The IEP for the pupil
- Records of reviews and their outcomes
- The pupil's health including any medical history where relevant
- National curriculum levels in literacy and numeracy
- Educational and other assessments
- Views of the parent and of the child
- Involvement of other professionals such as health, social services or education welfare service.

The Heads of CID will be responsible for providing this information if it is requested.

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, they may call for special educational provision to be put in place through a statement.

A statement of special educational needs will include:

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

All pupils with statements of educational needs will be included on the CID register. They will have short-term targets set for them and will usually have Wave 3+ intervention. All statements will be reviewed annually with parents, pupil, the LEA, the school and any other professionals concerned. The review itself will consider whether any amendments are needed:

- To the description of the pupil's needs
- To the special educational provision specified in the statement

The annual review should focus on achievement as well as ongoing difficulties. It is usually the responsibility of the school to organise these reviews (though this may vary and will be outlined in the statement itself). For any pupil with a statement at Cranford House, the Heads of CID and the relevant CID staff will undertake to ensure the statement review takes place and will attend as necessary. This review will be in addition to the normal IEP review process within school that Wave 3 pupils will be part of.

Charging Policy

Specialist learning support assessments and lessons are charged as extras at a rate of £25 for each 35 minute lesson. If parents are unable to pay they may apply to the school for a bursary to cover this additional cost.

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T:/admin & whole school/whole staff issues/whole docs/policies/special education needs policy July 09