

**THE FALCONS
PRE-PREPARATORY
SCHOOL FOR BOYS
INCLUDING THE EARLY YEARS FOUNDATION STAGE**



**SPECIAL EDUCATIONAL NEEDS
(SEN) POLICY**

1. Introduction

1.1 The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets specific needs of the individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. National figures indicate that approximately 20% of school age children will be affected by some type of specific learning difficulty that create barriers to learning. Generally, these children exhibit a discrepancy between expected performance and actual performance.

The Falcons School for Boys refers to the 2001 Special Educational Needs (SEN) Code of Practice. Identification and support of pupils with SEN is addressed through the structures of School Action and School Action Plus.

1.2 Teachers take account of requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

The aims of this policy are:

- To identify children and ensure their special educational needs are assessed and provided for.
- To create an environment that ensures that every child with a special educational need can join in with all aspects of school where possible and they can access the National Curriculum at a level commensurate with their ability.
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;

3 Educational inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:
have different educational and behavioural needs and aspirations;

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy and numeracy;
- planning to develop children's understanding through the use of all available senses and experiences;

- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made.

The 1981 and 1993 Education Acts instructed schools to distinguish between the different stages of assessment – mainly school-based for Stages 1-3, and multi-professional assessment for Stages 4-5. Support is structured according to the SEN Code of Practice. The Falcons Preparatory School refers to the 2001 Special Educational Needs (SEN) Code of Practice. Identification and support of pupils with SEN is addressed through the structures of School Action and School Action Plus.

4.2 Differentiation

- We recognise that differentiation is essential to meet the diverse range of abilities within any mainstream class. The class teachers plan levels of activity so that able pupils are stretched while less able pupils can still interact and understand the concepts taught.

4.3 School Action

- Anything differentiated from general classroom provision needs to be discussed with the parents. If the problems persist, screening takes place as described in 7. If required, the SENCO organises special educational provision for the pupil and an Individual Education Plan (IEP) is written up in collaboration with the class teacher, head teacher, parents and the pupil. It is important that the parents have input into the IEP and that they are given guidelines as to how to help support the pupil at home. The pupil is given the opportunity to express his views on the IEP and is made aware of his targets. Pupils listed on the register as having School Action are supported within the school, by school staff. They may work within a small group, either in the classroom or in another room, or be withdrawn to work on a one to one basis with the SEN teacher.

4.4 School Action Plus

- Some pupils will require more support than the School Action structures provide. In these cases, external agencies need to be consulted. At this stage, the pupil is placed on School Action Plus in the SEN register. Parents are contacted in order to suggest further investigation by an Educational Psychologist, Speech and Language Therapist or other relevant professional according to the individual pupil's needs. Once this has been carried out, an appropriate plan of action will be discussed with parents and recommendations by professionals are included on the IEP for implementation

4.5 Statutory Assessment

- As an independent school we are very fortunate to have smaller class sizes than the national average. Because we screen pupils on entry, we expect the vast majority of our pupils to cope with the curriculum, and that levels of support at School Action and School Action Plus should be sufficient support for those requiring help. However, we need to

anticipate that at some time, a very small minority of pupils may not make enough progress through School Action Plus. In these cases, after consultation with the parents, class teacher and outside agency, the school will need to make a request for a statutory assessment. Parents also have the right to request and assessment. The SENCO will gather all relevant documentation such as IEP's, records of meetings, views of the parent and child, outside agency documents and reports and levels of attainment. A request will be made to the Local Education Authority (LEA) for a statutory assessment of the pupil. The LEA will consider the evidence and decide, within 6 weeks, if they are willing to carry out a statutory assessment. On the basis of the statutory assessment, a decision will be made as to whether or not to issue a Statement of Special Educational Needs. If a Statement is granted by the LEA, the SENCO will coordinate statemented provision and organise Annual Reviews as dictated by the SEN Code of Practice.

5. The Role of the Special Educational Needs Co-ordinator (SENCO):

The School SENCO will:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage all forms of support; designed to ensure that children with special educational needs achieve success;
- offer professional guidance to class teachers and assistants and help with planning and support within the class for SEN pupils.
- maintain the school SEN register;
- contribute to and manage the records of all children with special needs;
- manage the school-based assessment and complete the documentation required by outside agencies and the LEA;
- act as the link with parents;
- maintain resources and a range of teaching materials to enable appropriate provision is made;
- act as a link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and report to the governing body;
- manage a range of resources, human and material, linked with children with special educational needs;
- coordinate the writing and management of IEPs for all children on the SEN register, meeting with teachers and Classroom assistants to establish targets and review progress;
- teach individuals and small groups with SEN who require specific additional support;

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The Head Teacher and the SENCO meet annually to agree on how to use funds related to special needs provision.

7. Assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

7.3 The SENCO works closely with the parents and teachers to plan an appropriate programme of intervention and support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The school uses a two stage model to respond to children's special educational needs.

Stage 1 The class teacher identifies and consults with the SENCO

Stage 2 The SENCO assesses the child using a range of appropriate tests and provision is made in consultation with the Head Teacher and parents for an individual support programme.

8. Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feeling of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

8.2 The SENCO, class teacher and the parents discuss appropriate expectations for children with special needs and agree a united approach to ensure that they experience success.

8.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, when to maximise learning, we ask children to work in a one-to-one or in pairs with a specialist teacher outside the classroom.

9 Partnership with parents

9.1 At all stages of the special needs process, the school keeps parents fully informed. We encourage parents to make an active contribution to their child's education.

9.2 We have meetings to share the progress of special needs children with their parents. Wherever possible we encourage parents to talk to the Special Needs teacher before the school day starts if they have any concerns. We advise parents if any outside intervention is considered appropriate relating to the education of children with special educational needs.

10 Monitoring and evaluating

It is imperative that we monitor the progression of knowledge and skills in each pupil. All new pupils are assessed on entry. The SENCO is in constant dialogue with the form and subject teachers and keeps them informed as to the progress of the pupils. Areas of difficulty arising over the course of each term can then be addressed.

Individual Education Plans (IEPs) are written for those pupils requiring one-to-one support. These are written in collaboration with the pupil's form teacher and relevant subject specialists. Parents are involved and consulted, and are encouraged as far as possible to participate in the setting of targets and supporting the pupils at home. The IEPs include

targets and strategies for each one-to-one pupil. The IEPs are reviewed on a termly basis. Wherever appropriate, pupils receiving one to one learning support are screened and tested.

The SEN register is updated at the same time as the IEPs are written. This register tracks pupils at School Action and School Action Plus, and provides an overview of which pupils are at receiving support. This SEN Register is disseminated to all staff. Each pupil on the list is in the SEN file containing all relevant SEN documents.