

## ST.EDWARD'S SCHOOL

### SPECIAL EDUCATIONAL NEEDS POLICY

St Edward's School strives to provide an environment in which each pupil can enjoy the opportunity to develop talents and interests to the full, where the aim is for all pupils to develop their maximum potential academically, personally and spiritually. To help achieve this, we aim to identify and address pupils' specific teaching and learning needs appropriately and sensitively as well as to consider examination access arrangements. The School will make a charge, in addition to the normal school fees, for specialist individual or group tuition of pupils with Special Educational Needs (SEN). The School may make such additional tuition a condition of a pupil with SEN being accepted into or continuing as a pupil of the School when such needs have been identified.

### IMPLEMENTATION & PROCEDURES

#### 1. Responsibilities

- 1.1 The Trustees and the Headmaster have overall responsibility for ensuring that the School makes appropriate SEN provision. To facilitate this there is a Special Needs Committee comprised of:
  - A nominated Trustee who is the Chairman
  - The Headmaster
  - The Head of Individual Learning
  - The Deputy Head Academic
  - The Gifted and Talented CoordinatorThe Committee meets at least three times a year. The Clerk to the Trustees is in attendance to take Minutes. The Chairman reports to the main governing body.
- 1.2 The Head of Individual Learning (HoIL) is responsible for co-ordinating provision for pupils with SEN, keeping a list of all pupils with SEN and overseeing the records of all pupils with SEN. She liaises with staff, parents of pupils with SEN and with external agencies. The Deputy Head Academic (DHA), Heads of Department (HoD), Form Tutors and Heads of Section (HoS) also contact parents. The Individual Learning Department, in conjunction with the DHA, contributes to in-service training of staff in relation to SEN.
- 1.3 The subject teachers and departments play a key role in ensuring that appropriate provision is made for SEN pupils' learning needs in their subject areas. Through appropriate differentiation, they aim to provide a range of teaching and learning experiences that is accessible to all pupils and furthers their learning.
- 1.4 Two teachers holding post-graduate specialist qualifications in Specific Learning Difficulties (SpLD), and other appropriately experienced teachers provide additional teaching for pupils who have an identified need. One room accommodates teaching resources, an office and teaching space for up to four pupils. Adjoining rooms are set aside for one-to-one teaching and supervised independent study. There are computers available for pupil use.

## **2. Identification, Assessment and Monitoring**

### **2.1 Pupils with SEN are identified in a number of ways:**

- 2.1.1 There is a section on the application/admission form requesting information on any difficulties the pupil has, which may affect learning. Our admission test takes account of pupils' learning difficulties or disabilities.
- 2.1.2 Parents may communicate concerns and background information, by telephone, email, in writing or in person.
- 2.1.3 Prior to pupils' entry in Year 7, the HoIL liaises with her counterpart at St Edward's Junior School. They discuss each applicant's individual needs and exchange records.
- 2.1.4 Information on applicants from other feeder schools is sought via references from their schools.
- 2.1.5 An applicant's performance in the school's Entrance Exam may be such as to raise a concern that he/she has a SEN which has not hitherto been identified. In such a case, the School may require the applicant to attend an assessment with the HoIL who will then make recommendations to the parents and to the Headmaster regarding the applicant's suitability to become a pupil at the School. (see also 3.1 & 4.3)
- 2.1.6 Once they are members of the School, all Year 7 pupils, irrespective of background, are screened by a series of assessments in their class or tutor group during their first term. The Individual Learning Department mark and collate the results and investigate further those pupils whose results give cause for concern. Parental permission for further assessments is sought.
- 2.1.7 For other pupils throughout the school, subject teachers are asked to complete a Pupil Concern Sheet to highlight possible learning difficulties at any stage. Pupils referred from two core subject areas or any three subject areas have their progress monitored and may be assessed by the HoIL or ST following consultations between school staff and parents. Concerns may also be raised by the DHA, a HoS or a HoD in conjunction with pupil and parents because of an accumulation of low grades recorded half-terminly through the school's Assessment system.
- 2.1.8 Pupils with a physical disability or medical condition are monitored through the pastoral system. Learning related concerns are referred to the Individual Learning Department by a member of the pastoral team.

## **3. Provision**

### **3.1. There is a variety of responses once a need is identified:**

- 3.1.1. In the case of a SEN applicant identified through the processes described in sections 2.1.1 to 2.1.5, the School may make it a condition of offer of a place to the pupil that the parents consent in advance to pay an additional charge (see 4 below) for the specialist tuition the School recommends.

- 3.1.2. After identification of a current pupil's SEN, where there is a recent Educational Psychologist (EP)'s report, the HoIL will discuss implications with the pupil and parent(s).
- 3.1.3. If there is no recent EP report, the HoIL or ST may carry out assessments or/and may recommend a full diagnostic assessment by an EP or other relevant professional.
- 3.1.4. Either of these situations may result in the HoIL offering appropriate specialist lessons for the pupil and/or consulting with teaching staff about an appropriate response. Parents have responsibility for meeting the costs of EP assessment and specialist lessons from the HoIL or ST in accordance with Section 4 below.
- 3.1.5. All pupils, who are on the IL register have individual profiles, compiled by the IL department. All pupils with IL teaching provision have an individual education plan, known as an Individual Learning Programme.
- 3.1.6. Pupils identified with learning needs are added to the List of Pupils with Individual Needs (IL List) using the M (monitor), A (action), P (provision) model. Gifted & Talented Pupils are noted as G& T. It is the school's objective to make provision to ensure that all pupils' attainments are commensurate with their potential. To attain this end the school, guided by the SEN Code of Practice (2001), has devised the following model of graduated provision:
- 3.1.6.1. **Monitor (M)** across the curriculum those pupils whose progress is significantly below that expected or who give other grounds for specific concerns or who have a previous history of difficulties in acquiring age appropriate learning and literacy skills. Departments take responsibility for monitoring and making appropriate provision for their learning needs. Subject teachers refer their concerns to Form Tutors, HoSs, HoDs or HoIL.
- 3.1.6.2. **Action (A)** occurs when there is a recognised difficulty and intervention such as targeted differentiation is required. Subject teachers consult the IL List and make provision for the pupil's SEN in their planning, delivery and expected learning outcomes, taking advice from the Individual Learning Department as appropriate.
- 3.1.6.3. **Provision (P)** of individual specialist teaching is made available if it is recommended by a specialist teacher or by an educational psychologist. The Individual Learning Department compiles a Pupil Profile incorporating recommendations contained in a diagnostic report. A copy is given to the subject teachers. The pupil and specialist teacher devise an Individual Learning Plan for 1:1 lessons. Subject teachers remain responsible for making appropriate provision for pupils in their subject area.
- 3.1.7. An Information File (IL List) on Pupils with Individual Needs under the above categories is available in the staffroom and on a database with a short comment attached. A copy of the File is given to pastoral and subject heads for distribution within their departments. All staff have responsibility for taking steps to ensure that they provide appropriately for pupils with SEN, whom they teach. This file is updated regularly and attention is drawn to these changes during twice weekly staff briefings.

#### **4. Charges**

- 4.1 Parents of pupils already in the School who have been identified as category P above will be contacted by the HoIL to explain the appropriate specialist tuition offered by the School. The cost of such tuition will be charged in arrears on the parent's school bill.
- 4.2 Such specialist tuition is voluntary (but see 4.3), and parents may decline to accept the School's recommendation. In that case, the School will require the parents to put in writing that they accept that they are declining the School's recommendation and accept that their child's SEN will not be fully addressed as a result.
- 4.3 In a particular case, the School may judge, on the HoIL's recommendation to the Headmaster, that a child's SEN is of such a degree that he/she may be unable to benefit from the education provided by the School without the recommended additional specialist tuition. The School reserves the right to make the pupil's continuance in the school conditional on the parent's consent to paying for the recommended specialist condition.
- 4.4 In accordance with the school's normal practice for school fees, Parents are liable for the full amount of this charge even if the pupil has had to miss some of the tuition through absence from school for sickness or other approved cause. If a tuition session is missed through unavoidable staff absence, the Individual learning Department will endeavour to make good the missed tuition but cannot guarantee to do so to the full amount of time missed.
- 4.5 A pupil may be recommended, because of his/her Specific Learning Difficulty, to have special individual examination arrangements in public exams (such as GCSE, AS or A-levels), such as having a reader or amanuensis or other individual assistance. If such a recommendation is approved by the appropriate examination board(s), the School will provide these arrangements, but the pupil's parents will be liable for the costs. Parents need to be aware that these could be quite considerable, particularly where a large number of examination papers are involved. The School will inform the parents in advance of such costs and will obtain the parents' consent in writing. The charge will then be added to the parents' school bill. If the parents choose not to take up the such special arrangements which their son/daughter is entitled to, they will inform the school in advance in writing, stating that they accept that their child's special exam requirements will not be met as a result.

#### **5. Access to the curriculum**

- 5.1 The School is committed to the aims of providing a broad, balanced and relevant curriculum and promoting the pursuit of excellence by each pupil, irrespective of ability or SEN. Staff are required to have regard to Midyis and Yellis Assessment baseline scores for all pupils in Year 7 – 11. These are provided on Assessment Manager in class lists. They provide a measure of developed ability and are standardised nationally.

- 5.2 Staff take account of the learning strengths and weaknesses of pupils identified with a range of SpLD (Specific Learning Difficulties) or learning difficulties as a result of a physical, sensory or medical problem. They do this by setting realistically high expectations; and by how they plan and deliver their class teaching.
- 5.3 Staff are required to plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Creating effective learning environments also includes valuing all contributions, ensuring pupils feel secure and able to contribute appropriately and all forms of bullying will be challenged. Teachers must take account of potential barriers to learning and make provision, where necessary so that pupils are enabled to participate effectively in the curriculum and assessment activities.
- 5.4 In addition pupils may have between one and three individual lessons weekly with a specialist teacher. As well as addressing specific learning needs in the individual lesson, there is also liaison between the specialist and subject teachers.

## **6. Monitoring and Reviewing Pupil Progress**

- 6.1 Heads of Department, Form Tutors and Heads of Section monitor the progress being made by SEN pupils through the school's assessment system in accordance with the school's Assessment, Recording and Reporting Policy.
- 6.2 As part of the Form Tutor's individual review process with each pupil after each Assessment, he/she liaises with the Individual Learning Department when there are concerns over progress of SEN pupils.
- 6.3 In the Individual Learning Department the pupils identified as P have an Individual Learning Programme that sets priorities for teaching and learning and these are continually under review. Each individual lesson with a specialist teacher is evaluated closely to ensure that progress is being made on the very specific areas/concepts being addressed. Close evaluation allows for rearranging priorities to meet changing need.
- 6.4 Parents are given the opportunity to review their son's/daughter's progress. This may be at parents' evening or an appointment by mutual arrangement.
- 6.5 An integral part of the individual specialist lessons is the pupil reviewing his or her own progress.
- 6.6 Discipline procedures also take account of pupils' learning difficulties or disabilities.

## **7. Policy Evaluation**

The effectiveness of the policy will be judged by:

- the effectiveness of systems of identifying and assessing pupils
- the accuracy of records of all pupils on the SEN list
- the creation of a school ethos where pupils' differences are recognised and valued
- the extent to which SEN pupils realise their potential

<b>Up-dated</b>	<b>December 2011</b>
<b>Review</b>	<b>Annually</b>
<b>By whom</b>	<b>Headmaster, Head of Individual Learning and Deputy Head Academic</b>
<b>Endorsed by</b>	<b>Learning Difficulties &amp; Disabilities Committee</b>