



**THE
CHORISTER
SCHOOL**
DURHAM CATHEDRAL

**SPECIAL
EDUCATIONAL
NEEDS AND
DISABILITIES AND
LEARNING SUPPORT POLICY**
Policy on website 2019

1. Definition of Special Educational Needs and Disabilities.

Children have Special Educational Needs in The Chorister School 'if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in school' reference the SEND Code of Practice 2015.

Pupils will 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.

Guiding Principles

This SEND and Learning Support Policy details how this school will best endeavour to ensure that the necessary provision is made for any child who has special educational needs and disabilities and that 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 and to allow them to join in the activities of the school together with pupils who do not have those needs, so far as is reasonably practical and compatible with the child receiving the additional provision and the efficient education of the pupils with whom they are educated. The school recognises that children with SEN and disabilities are more vulnerable and prone to peer group isolation and may be in greater need of pastoral support.

This policy should be read in conjunction with the school's Admission Policy, Equal Opportunity Policy and Accessibility Policy.

The school will have regard for the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years (SEND Code 2015) when carrying out its duties toward all pupils with additional needs. It will ensure that parents are notified of a decision by the school that additional provision is being made for their child.

All pupils are entitled to access the full school curriculum and to take part in every aspect of school life unless there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan.

Young people with additional needs often have a unique self-knowledge and their views need to be taken into account when determining what sort of help they would like. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

2. Aims

In line with the aims of the whole school the Learning Support department staff aim to:

- a. Provide all pupils with the opportunity to benefit from **INCLUSION** in a system of education that provides a broad and balanced curriculum with regard to the demands of the School Curriculum in which every child is regarded as equal in entitlement, value and status, if not in abilities and competencies.
- b. To promote **EQUALITY OF OPPORTUNITY** for all pupils and provide **ACCESS** to all learning opportunities regardless of the pupil's additional needs in line with the **SCHOOL ACCESSIBILITY POLICY**.
- c. Develop a sense of value and motivation for education in all pupils regardless of their ability level.
- d. Reward positive achievement.
- e. Encourage pupils to take responsibility for their own learning.
- f. Involve parents as part of the wider community of the school in the educational welfare and progress of their children through close and continuous liaison and encourage pupil input.
- g. Contribute through close liaison with pastoral staff and where required outside agencies, to the maintenance of a high standard of conduct in all pupils throughout the whole school.
- h. Ensure continuous improvement in policy and provision through regular review and revision of the Learning Support Plan.

3. General Objectives

- a. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils,
- b. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- c. To enable all pupils to participate in lessons fully and effectively.
- d. To value and encourage the contribution of all pupils to the life of the school.
- e. To work in partnership with parents.
- f. To communicate with the governing body to enable them to fulfil their monitoring role with regards to the policy statement for SEND.
- g. Where appropriate, to work closely with external support agencies, in order to support the need of individual pupils.
- h. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

The staff and the Learning Support Team intend:

- I. To implement identification and assessment of and provision for pupils with SEND and learning difficulties or disabilities with regard to The New SEND Code of Practice 2015
- II. To operate a “*whole school*” approach as a framework within which individual departments or areas recognise their responsibility to cater for the range of pupils within their subject with regard to School Curriculum through appropriately differentiated work, and that such provision be adequately defined in each department policy document.
- III. To provide in-class support for pupils with additional needs and if necessary, some withdrawal teaching when required to fulfil the requirements of ‘Learning Support Plans’, or Educational Health Care Plans.
- IV. To support the Pastoral Care Team in dealing with pupils with pastoral problems through the issue of a Learning Support Plan, inclusion on Learning Support List, when the learning difficulty is a factor contributing to the pastoral problem.
- V. To evaluate policy, practice and provision, through regular review with staff.
- VI. Provide Professional Development for staff through shared classroom experience and training on SEND.
- VII. To establish Learning Support Plans for pupils where required together with systems for identification, target setting, action planning and review of progress.
- VIII. To plan for Four Broad Areas of Need: communication and interaction, cognition and learning social, emotional and mental health difficulties and sensory and/or physical needs.
- IX. To prioritise those pupils included on the Learning Support List who require particular attention over and above that normally provided because of the complex or multi-level nature of their additional needs.
- X. To establish close links with other departments, parents and, where required, outside agencies.

4. Staffing Roles and Responsibilities

All staff at The Chorister School recognise that they retain “the responsibility when working with a child on a regular basis. Where the interventions involve group or one-to-one teaching away from the class or subject teacher, they should retain the responsibility for the pupil.”

They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. (Ref: SEND Code of Practice 2015)

a. The Role of the Form Tutor / Subject Teacher/ Class teacher

The responsibilities include:

- Being aware of the school’s procedures.
- Working with the Learning Support Co-ordinator to decide the action required to assist pupils.
- Working with the Learning Support Co-ordinator to collect all available information.
- Working with the Learning Support Co-ordinator to develop Support Plans

- Working with pupils with learning difficulties and/or disabilities on a daily basis and delivering programmes identified in the Support plan.
- Working in partnership with parents.

b. The Role of the Learning Support Co-ordinator

Mrs Barbara Dunn is responsible for the overall management of the Learning Support Department and the day-to-day implementation of the SEND and Learning Support Policy. The key responsibilities include:

- Overseeing the day-to-day operation of the School's SEND and Learning Support Policy.
- Liaising with and advising staff.
- Managing the Learning Support Team.
- Co-ordinating provision for pupils with Special Educational Needs and learning difficulties and/or disabilities.
- She is the Designated Teacher for Looked After Children and Previously Looked After Children.(LAC and PLAC)
- Overseeing the records on all pupils with special educational needs and with learning difficulties and/or disabilities.
- Liaising with parents of pupils with special educational needs and learning difficulties and/or disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, mental health, health and social services.
- Informing SLT about SEND and Learning Support issues in school.
- Working staff to promote the SEND Policy.
- Ensuring a strategic and co-ordinated approach to SEND and Learning Support in school.

c. Assistant Teacher Support

Pre-School	-	Mrs Michelle Emberson
Pre-Prep	-	Mrs Jennifer Hebblethwaite
Pre- Prep	-	Miss Caroline Dunn
Pre-School, Pre-Prep, Prep	-	Mrs Pip. Dugdale
Middle School		Mrs. Lisa Nichols
Prep		Mrs Penny Davey

d. Mr. G. Brown – Head of Pastoral Care

e. Mr I Wicks - Headmaster

The Headmaster has responsibilities for:

- The day-to-day management of all aspects of the school including the implementation of this SEND and Learning Support Policy.
- Informing the Governing Body about SEND and Learning Support issues within the school.
- Working with the Learning Support Co-ordinator and other staff to promote the SEND and Learning Support Policy.

- Working in partnership with parents.
- Monitoring the outcome of the SEN and Learning Support Plan and the allocation of provision

f. The Governing body

The duties of the governing body are set out in the SEN Code of Practice. There is a nominated Governor and advisor with responsibility for the SEND and Learning Support at The Chorister School.

5. Facilities for Pupils with Special Educational Needs

The Chorister School is a Grade 2 listed building with many steps and stairs. We are therefore restricted in creating a totally accessible building. We strive to create reasonable adjustments to cater for individual pupils with physical needs. There are some facilities for small group/individual teaching in two learning support rooms and a library. (Ref: Accessibility Strategy)

6. Co-ordination and Implementation

Identification, Assessment and Provision - A Graduated Response

The Chorister School will adopt a graduated response to meeting learning needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing.

When a child is identified as having additional needs, the school will intervene as described below at **SEN Support**. Such interventions are a means of helping match educational provision to individual pupil needs. The school will record the steps taken to meet the needs of individual children. The Learning Support department uses the “Assess, Plan, Do and Review” approach.

There are Four Broad Areas of Need:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

English as an Additional Language

The identification and assessment of the educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil’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 or whether they arise from additional educational needs.

EAL is not SEND but children who are EAL may have SEND

7. Identifying Pupils with Special Educational Needs, learning difficulties and disabilities–and Assessment and Planning Procedures

The Learning Support Co-ordinator identifies pupils generally through liaison with teachers through weekly pupil meetings. The emphasis is on early identification of pupils needs.

- In EYFS the staff monitor the progress of children according to the Early Learning Outcomes. If the child requires support additional to that which is planned and differentiated for within the classroom, a 'Note about a child's emerging needs in Early Years Foundation Stage' is agreed and recorded with parents. This is regularly reviewed with parents.
- In a pupil's final year the Learning Support Co-ordinator and Headmaster liaise with staff regarding pupils already identified and already receiving support in order to provide their next school with a detailed reference.
- Parents are consulted and can contribute to the procedure.
- Through the school's assessment of pupil's ability during the Summer Term through English and Maths tests and ongoing subject assessments.
- Actual performance of pupils in class through liaison between Form Teacher, Subject Teacher and Learning Support Co-ordinator.
- Through the application of specific testing e.g. Wordchains WRAT 5, W.R.I.T. Salford, GL Assessment tests and CAT test, SWST and Woodcock Reading and Spelling Tests.. This will be done by Learning Support Co-ordinator and Support Staff.
- All pupils with EHCPs, or 'Support Plans' are placed on the Learning Support List, which is updated termly and distributed to all staff. Other pupils may be included if staff have expressed a concern.
- New arrivals are identified to staff through weekly 'Pupil Briefing' meetings and staff information documents.
- Staff will update their personal Learning Support List as necessary and submit them to the Learning Support Co-ordinator each term (additions, deletions, change of circumstances).
- Staff can access confidential information about pupils' through the Learning Support Co-ordinator, the Head's P.A and the Learning Support files.

8. SEND support and Learning Support Plans

When a child is identified as not making adequate progress, interventions are implemented that are additional to or different from those provided as part of the school's usual differentiated curriculum and Learning Support. This intervention will be described as **SEN Support**.

The triggers for this intervention through SEN Support could be a concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities and Learning Support:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.

- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/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 and Learning Support.

SEN support is characterised by the involvement of the school's own specialist teacher or external services such as speech therapist, special needs Advisory Teachers, Education Psychologists, and Occupational Therapists. A request for help to the external services will be from the Learning Support Co-ordinator after consultation with parents. The parents usually provide funding for such intervention. Within SEN Support, external support services at the request of parents/staff, will usually see the child, so that they can advise subject and pastoral staff on LSPs, with fresh targets and accompanying strategies, provide more specialist assessments that can 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. The delivery of the interventions recorded in the Learning Support Plan (L.S.P.) will continue to be the responsibility of the EYFS, Pre-Prep teachers, form teachers and subject teachers.

Support Plans

Strategies employed to enable the pupil to progress will be recorded within a Support Plan. They are written for those children who have statements, EHCPs, or have significant learning difficulties or disabilities. The Support Plan will include information about: -

- The short term targets set for or by the pupil
- The teaching strategies to be used ('Input')
- The provision to be put in place
- When the plan is to be reviewed
- Impact and Result (to be recorded when Support Plan is reviewed)

The Support Plan will focus on two or three individual targets to match the pupil's needs. The Support Plan will be reviewed termly when parents' views on their child's progress will be sought. The pupil also will be invited to contribute to the review process and be involved in setting new targets.

Support Plan Implementation

The Support Plan should be seen as part of the planning and target setting process. It provides information to staff and provides an opportunity to report on and demonstrate progress. Reviews take place termly.

9. Monitoring and Evaluation of Policy and Provision

Each aspect of the SEND and Learning Support Policy as well as the overall effectiveness of the policy itself needs a process of monitoring and evaluation measured against criteria for success. We have an established system of review.

For the monitoring process to be practical and effective priorities need to be set concentrating on areas of most concern.

- a. Implementation of initial 'Note about a child's emerging needs in Early Years Foundation Stage' in EYFS (Pre-School and Purple Class) and 'Initial Concern Form' in Silver Class onwards, established by teaching staff.
- b. Continuing use of 'Concern Form' in Prep School for communicating the identification of potential SEND pupils for referral to Learning Support Coordinator.
- c. Preparing and maintaining Support Plans for pupils requiring them.
- d. Development, planning and review of the SEND policy (see page 17).
- e. Monitoring and evaluating the deployment of appropriate S.E.N.D support staff.
- f. Review and revise S.E.N.D and Learning Support documents.
- g. Effective target setting and recording progress through Support Plans.
- h. Pupil input into Support Plans.
- i. Continue weekly meetings of Learning Support Staff.
- j. Continue communication with Boarding House Staff.
- k. Maintenance of Form Tutors' Learning Support files.
- l. Training of Learning Support and Teaching staff.

10. Monitoring Pupil Progress

Pupil progress can be measured against the following criteria for success.

In the EYFS, progress of individuals would be monitored by the EYFS Early Learning Outcomes.

Progress in Standardised tests including:

- Reading tests
- English and Maths Tests
- SEND Assessments

The other items outlined above would constitute a quantitative measure of progress recorded and made explicit on Learning Support Plan and reviewed by SEND staff bi-annually to coincide with school report as defined in the school calendar.

In addition, a qualitative evaluation would be made through a written/oral response by pupils themselves, where appropriate at the time of review, and recorded on the Support Plan.

Learning Support staff will secure review time with their pupils to allow this to take place. All Annual Review meetings would be convened by Learning Support Co-ordinator and

would involve staff, parents, pupils and outside agencies, where appropriate. In Early Years, any meetings which take place with parents are recorded in SEN files.

Differentiation and Learning Support

Teachers may find that the strategies they are currently using through differentiation are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the Learning Support Co-ordinator to consider what else might be done. The starting point will always be a review of the current strategies being used and the way in which these might be developed. If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The Learning Support Co-ordinator will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and form teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme.

Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through **Learning Support**. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined as progress which:

- Closes the attainment gap between the pupil and the pupil'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 pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvements in the pupil's behaviour
- Is likely to lead to a scholarship

Education Health and Care Plans (EHCPs)

These are issued and maintained by the Local Education Authority EHCPs are issued to children whom have the most significant and long term Special Educational Needs or Disabilities.

All children with EHCPs will have short term targets set for them that have been established after consultation with parents and the child and include targets identified in EHCP. These targets will be set out in a Support Plan 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 Support Plan will continue to be the responsibility of the EYFS, Pre-Prep teachers, form teachers and subject teachers.

11. Development Planning and Reviewing 2019-2020

The main aims of the review are:

1. To identify the strengths and weakness of the school's SEND and Learning Support Policy and Practice, and amend where necessary.
2. To identify areas for change with regard to the SEND code of Practice.
3. To help to relate SEND and Learning Support developments to other school developments in the School Development Plan.
4. To implement relevant training for staff.

The main priorities for review:

5. To maintain SEND and Learning Support files for EYFS, Pre-Prep and Form Teachers.
6. To maintain and monitor paperwork for EYFS for communicating concerns about a child to EYFS Coordinator and Learning Support Co-ordinator.

12. Informing and Reporting

Parents

Parents of all children with SEND will be invited to visit the school prior to being offered a place to see the facilities and discuss the policy and to meet the staff and the Learning Support Co-ordinator. Parents and Children coming to Pre-School will meet with Head of Early Years or Head of Pre-Prep.

Parents of children who are offered a place

- Parents will be informed where and how their child would have support.
- Parents will receive a provisional copy of their child's Support Plan and be invited to comment on any alterations or additions they would like to see included.
- Any parent can also request a copy of the full policy statement.
- Parents will be encouraged to communicate with school by e-mail, letter or phone if they have any particular concerns.
- Parents will be encouraged to liaise closely with the school at all stages and regard home and school as a partnership to secure the welfare and progress of their child.
- Parents will also be informed of any LSPs and Learning Support staff will be available for consultation.

Parents of pupils not previously identified

- The EYFS staff will invite parents to review their child's progress and their Early Learning Outcomes and make an objective assessment of the child's needs.
- In the case of pupils referred to as *SEN Support*, the Learning Support Co-ordinator will discuss with parents the implications of this and devise a Learning Support Plan.
- In the case of parents who are concerned about the educational progress of their child or any specific learning difficulty they may be anxious about, the Learning Support Co-ordinator will invite parents to a review of a sample of work and previous exam results and scores of tests undertaken by the Learning Support Co-ordinator and arrange to do an objective assessment of child's need.
- In consultation with parents a course of action will be agreed and implemented and a review date set.

- It may be that no intervention is considered necessary at this point if parents and Learning Support Co-ordinator are satisfied that the child is making progress. However, a review date will still be agreed.
- If it is agreed that there is a continuing genuine cause for concern and that progress is not being made then Learning Support Co-ordinator and parents will need to involve an outside agency. Contact will be made with an appropriate external agency to devise and issue a Learning Support Plan, and this will be discussed with the appropriate form teacher and reported at Pupil Briefing.

13. Annual Review of Education and Health Care Plans

Pupils

All EHCPs are reviewed annually with the parents, the child, the LEA and the school 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 EHCP. The annual review will focus on what the child has achieved, as well as on difficulties that need to be resolved. The annual reviews held in Sixth Form or Pre-School are particularly significant in preparing for the child's transition to his or her next school.

Partnership with Pupils

The school is committed to involving pupils in planning and providing for their educational development and reviewing progress so far. Pupils are encouraged to involve themselves in the annual review process and take a part in setting Support Plan targets for their progression.

Additional Support Record Keeping

Each child with a EHCP and those children with significant learning difficulties or disabilities have an individual file containing all relevant material for review purposes. This will include the EHCP and all associated papers and reports, including medical, educational and psychological advice. The annual review material is included, together with associated documentation, staff progress comments, School Report and the report of the review meeting sent to the LEA. The file may also contain miscellaneous reports, as appropriate to the particular pupil. This file is made available for inspection and consideration by relevant and appropriately entitled parties. No confidential material will be made available at any time to unauthorised parties.

This documentation will be available over and above that which is normally and otherwise available through the school reporting system.

Reports will be written when the outcome of the assessment procedure indicates a 'specific learning difficulty' or suggests further assessment from an outside agency may be required, these will be kept in the pupil's individual file.

Staff

All staff are made aware of those pupils identified on the Learning Support List:

- Staff are aware it is their responsibility to provide pupils with additional needs in their classes.
- Each member of staff is issued with a Learning Support List at the start of each academic year and then an updated version termly.
- The basic register will be amended throughout the year as more information becomes available through the first term.
- Each term, staff will be issued with Support Plan information.
- Reviews will be termly and an additional review for Statutory Annual Reviews.
- Support Plans will be circulated to teachers if appropriate but information is supplied to all relevant staff using SEND Form Files – these are available on the Staff Admin site.

14. Training

INSET needs are reviewed annually and need to be considered in terms of:

1. INSET required by Additional Needs Pupil Support in terms of their teaching support role and, in the case of Support Assistants, their care support role.
2. INSET required by teaching staff across the whole school curriculum regarding SEND issues and provided by or at least arranged by Learning Support Staff.
3. INSET in relation to whole school INSET plan particularly with reference to ASD and dyslexia.
4. Training and staff development provided through shared classroom experience delivering support in a mainstream situation e.g. particularly with reference to Performance Management procedure. Not only does this help to determine future INSET needs regarding teaching and learning styles but also provides an opportunity to monitor and record current good practice with regard to shared teaching and learning situations where mainstream and support teacher share in and benefit from their different fields of expertise.

Facilities

- a) Any child who is assessed as being in need of additional learning support will be offered it. If it is thought necessary, by the school that the child requires more than that which can be provided within a small group and would benefit greatly from 1:1 specialist tuition will be offered it and parents will be charged at standard private tuition rates.
- b) Health and Safety. There here are a number of certified First Aiders on the staff as well as certified medical staff in the boarding house.

15. Admission Arrangements

Pupils accepted to the school who have a EHCP would have their documents sent to us by the previous school.

Records and the register are updated as additional information becomes available i.e. Maths and English test results, school test results and reading ages where individually tested

Homework and the Pupil with learning difficulties and/or disabilities

The school considers 'prep' extremely important if it is to achieve its aim of raising the standard of achievement for all students in the school and this applies to pupils who receive learning support. Teachers will make allowances for pupils receiving addition support. If

homework becomes a source of real anxiety then parents should contact the Form Teacher in the first instance.

Marking Policy with learning difficulties and/or disabilities

The same principles and good practice that operate within the existing whole school approach to assessment and recording applies to pupils requiring additional support. (Ref: The Chorister School's Marking Policy)

Information Concerning Policy for Provision

Arrangements for Providing Access to a Broad and Balanced Curriculum including the School Curriculum

Pupils will follow courses in French and Latin unless considered inappropriate. Some pupils may be offered additional English lessons if it is appropriate. Parents will meet any additional costs.

In some cases pupils will be withdrawn from class to follow a specialised reading pupil programme on a one to one basis with one of the classroom assistants and this may involve intrusion into teaching time.

In School exams if children fulfil the accepted criteria access arrangements will be offered to sit their examinations. This will allow them to show their full potential within a supported environment.

16. Use of External Support Services

Currently these include:

- Medical Services particularly with reference to annual reviews.
- If Educational Psychologist's Services are required, the school have links to a number of Educational Psychologists, including the LEA and those who work on a private assessment basis.
- G.P. referral
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Service)

17. Links with other schools and arrangements for transition

- School files are forwarded to next schools where appropriate, upon request, including past Learning Support Plans to show progress.
- Learning support staff are informed of children who may still require learning support.
- The school has developed excellent links with local senior schools, which has also proved very valuable regarding exchange of information and liaison.

18. Review

This policy was compiled by Mrs B Dunn, Learning Support Co-ordinator and will be reviewed in May 2020. There is a nominated Governor and Advisor to the Governing Body who are also responsible for ensuring that this policy remains accurate.

Appendix 1

Parents' Guide to Additional Support and Special Educational Needs at The Chorister School

Moving school can be a stressful and anxious time for both children and parents/carers and this transition can be particularly difficult when the child has special educational needs or learning difficulties and/or disabilities.

We would like to provide some basic information with regard to the provision made at The Chorister School for children who may require additional learning support and to reassure both children and parents that the school has a policy in place that aims to allow every child to fulfil his or her learning potential in a secure, safe and caring environment. If you would like more detailed information about what we can offer your child please contact the Headmaster or the Learning Support Co-ordinator.

At the Chorister School we think every child is special and we value every child as an individual. We recognise every child's potential and strive to gain the highest possible achievement for all. All pupils are valued for their diverse abilities and talents, and respected for their personal qualities.

Those children with special educational needs or those requiring additional learning support within the school benefit from individual monitoring and appropriate provision. Some children may require a Learning Support Plan (LSP) to ensure their progress is planned, monitored and reviewed on a termly basis and these are shared with parents so they too can watch their child progress.

We have an excellent team of highly qualified, understanding and encouraging staff within the Learning Support Department consisting of a teacher and teaching assistant who have additional specialist qualifications for dyslexia. The additional support we provide complements the excellent benefits of small class sizes, the calm and friendly school atmosphere and the individual attention teachers here are able to give pupils. We offer in class or group support, and, where children require it, individual tuition. Individual tuition is optional and a small additional charge is made for this.

We recognise that some children will require a lot of support during their time with us while others may have difficulties of a more transient nature, whatever the case we ensure the help they receive is individual, adequate and appropriate.

Our dedicated learning support room benefits from computers and Internet access where children can catch upon prep or read or just take some time out. We have a lunchtime support session where children can revise or practise spelling or just have a chat with one of our team.

Whatever your child's difficulties we will ensure they are well supported and cared for here at The Chorister School

Appendix 2

Initial Concern Form

Referral of Pupil to Learning Support Co-ordinator

Name

Form

Date of Referral

Academic

Behaviour

Speech and Language

Social

Strategies already used in reference to concern

Appendix 3

Letter

Support Plan

Dear Parent,

Please find enclosed _____ 's proposed new Support Plan, for the _____ Term -----. It will be used to show his/her achievements this term when it is reviewed.

You will receive a copy of the reviewed Support Plan in _____ and his/her new Support Plan in _____ to show his/her new targets.

If you would like to discuss any of the targets or anything pertaining to additional learning support please do not hesitate to contact me. My email address is barbara.dunn@thechoristerschool.com

Yours sincerely

Mrs B.H. Dunn Learning Support Co-ordinator (S.E.N.Co.)

Appendix 4

Glossary of Terms

ADHD Attention Deficit Hyperactivity Disorder. This is a neurological condition, which manifests itself as an inability to focus on task. Most commonly this takes the form of unsettled or disruptive behaviour, fidgeting, leaving seat, tapping, talking, making noises. This is the Hyperactivity aspect of the condition. It can also take the form of daydreaming, withdrawal, and distractibility. This is the Attention Deficit aspect of the condition. It is a variable spectrum and is sometimes treated using medication (Ritalin) to stimulate the part of the brain that controls concentration. Referral can be through school and Educational Psychologist (E.P.) or from home and General Practitioner.

Annual Review the review of a EHCP, which an LEA must make every twelve months. It is a statutory obligation and is implemented through schools. Often these are multi-agency depending on circumstances. Statements can be changed, added to or discontinued. (See entry for Statement of SEND and Learning Support).

Asperger's Syndrome A form of Autism often without general learning difficulties and with increased verbal abilities. (See entry for Autism). It manifests itself as a social communication difficulty where pupils may appear quiet and withdrawn. They may also be socially isolated because of difficulties relating to peer group interaction. They may also misinterpret what is said to them and this can lead to confusion and misunderstanding. Pupils can often be targets for bullying if undiagnosed.

Autism Recognition of this syndrome is relatively recent but awareness of the occurrence of this condition and its implications as far as educational provision is concerned is developing. It is a communication difficulty that in its most extreme form can lead to almost total isolation for the child. Autistic pupils can be obsessional particularly over regularity of routine. They find it difficult to accept change and will often misjudge and misinterpret spoken language. Visual presentation of material may be more effective than verbal either spoken or written.

Centile Many forms of assessment will define a pupil's relative performance in terms of their centile and this can give a clear impression of the severity of their special needs. For example, the Reading Age Assessment (See LEP) may give a reading age of 9.4 years for a particular pupil but it will also define the pupil's performance allowing for their chronological age as at the 5th centile. This means 95 out of 100 other pupils of same age would have scored higher.

Cognitive / Cognition This refers to a level of understanding or comprehension. In some cases a pupil may appear to achieve at a very low level when, in fact their level of understanding is quite high but they have a specific difficulty in writing or recording that understanding. If questioned orally their performance is much higher.

Complex Learning Difficulties This suggests that there is a combination of difficulties often behavioural which are affecting the pupil's performance. It may suggest that the pupil's learning needs are underlying the behaviour difficulties and if the learning needs can be successfully addressed, the behaviour problems will ease. Sometimes it can refer to a combination of Moderate Learning Difficulties and Specific Learning Difficulties. (Dyslexia/Dyspraxia).

Dyslexia Often referred to as Specific Learning Difficulty. It is often apparent in writing and spelling in particular. Based on problems with visual sequencing. Mis-spellings will often show the right letters but in the wrong order or will misplace whole syllables "b" and "d" reversals are typical. In the extreme, writing is entirely back to front. Dyslexic pupils may be good readers but often have difficulties especially in the early stages of learning. They may also be competent in terms of their cognitive skills (their level of understanding), and can be fluent orally with a good vocabulary.

Dyspraxia Often associated with dyslexia but distinct. It is a form of non co-ordination mentally and physically. For example, it manifests itself in terms of poor handwriting, clumsiness, forgetting equipment, disorganisation or late arrival. Can be addressed and conditions can improve through a programme of physiotherapy or Occupational Therapy.

Group Learning Support Plan Where pupils in the same group, class or subject lesson have common targets hence, common strategies a group-learning plan can be drawn up rather than LSPs for each child.

Learning Support Plan The LSP is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short term targets and strategies for an individual pupil that are different from and additional to those in place for the rest of the group or class. They are central to the statutory review process.

Teaching Assistant (TA) A widely used job title for an assistant providing in school support for all pupils and those with SEND. A TA will normally work with a particular pupil or group of pupils providing close support and assistance to those with responsibility for teaching.

M.E. Myalgic Encephalomyelitis or post viral fatigue syndrome or chronic fatigue syndrome, a debilitating medical condition. Absence is understandably frequent. Pupils are unable to sustain work even with home tuition due to exhaustion and so academic progress is limited.

Moderate Learning Difficulties This refers to pupils who have a problem with cognition or understanding. Previously pupils in this situation would have been referred to a special school but can now be catered for in a suitable mainstream setting.

Occupational Therapy Occupational therapy is activity designed to help the child attain maximum levels of functional performance thus gaining self-esteem and

independence. Motor, sensory, perceptual, and emotional and self-care skills are assessed to improve a child's ability to access the physical and learning curriculum.

Physiotherapy Is a health care profession that emphasises the use of physical approaches in the promotion, maintenance and restoration of an individual's physical, psychological and social well-being. Following assessment a treatment plan is developed in partnership with the client/carers. The plan is constantly evaluated to ensure that it is effective and relevant to the individual's changing circumstances and health status.

Reading Age There is sometimes a discrepancy between the chronological age of the pupil and the expected reading ability for that age. Some assessments provide an indication of purely mechanical skills i.e. simple decoding (Salford Test). Other assessments test reading comprehension.

Learning Support When a class or subject teacher identify that a pupil has additional needs they provide interventions as part of the school's usual differentiated curriculum and strategies.

SEN Support When the class or subject teacher and the Learning Support Co-ordinator are provided with advice and support from outside specialists, so that alternative interventions additional or different from those provided through Learning Support can be put into place. The Learning Support Co-ordinator usually takes the lead although day-to-day provision continues to be the responsibility of the class or subject teacher. An LSP will usually be devised.

Learning Support Co-ordinator The member of staff who has responsibility for co-ordinating SEND and Learning Support provision within the school.

Appendix 5

The Role of the Governing Body

The Governing Body will:

- Use its best endeavours to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities within The Chorister School.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs and disabilities.
- Ensure that a pupil with special educational needs and disabilities joins in the activities of the school, together with pupils who do not have special educational needs and disabilities so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources. This responsibility has been clarified through the whole of the SEND and Learning Support Policy document, but particularly the section dealing with Inclusion and Equal Opportunities.
- Have regard to the New Code of Practice when carrying out duties towards all pupils with special educational needs and disabilities.

Appendix 6

Support Plan

The Chorister School

Support Plan						
Name	Form	DOB	C.Age	Support	Start Date	Review date
Extra Support:						
Targets	Input	Impact		Results		

Child's signature

Appendix 7:

**Note about a child's emerging needs in Early Years Foundation Stage
(Pre-School and Purple Class)**

Name of child:

Address:

Year Group:

Discussion with child's parent/carer:
Areas of strength:
Areas of difficulty:
Parental Views:
The agreed outcomes sought for the child:
The next steps:

Practitioner's Name:

Practitioner's Signature:

Role:

Date:

Parent/ carer's Name:

Parent/ carer's Signature:

Date: