



Special Educational Needs Policy

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their group through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

Guiding Principle

West House School aims to provide each pupil with:

- Equal entitlement and access to learning opportunities
- Opportunities to develop existing skills fully and to learn new ones
- Opportunities to enrich and extend learning experience
- A desire to continue to learn after leaving the school
- Happy memories of his or her time here and a positive regard for the experience received

Objectives in making provision for pupils with SEN

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To recognise that it is the responsibility of all teachers to identify and meet the SEN of pupils.
- To recognise that every child is entitled to have his or her particular needs recognised and addressed, in an atmosphere of "personalised learning".
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- All pupils are entitled to experience success.
- To acknowledge that SEN crosses all curriculum areas and all aspects of teaching and learning.

- To acknowledge that good special needs practice is good practice for all pupils.
- To acknowledge that any pupil may encounter difficulties in school at some stage.
- To promote the notion that all special educational provision is more effective if pupils and parents are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with special educational needs is a matter for the school as a whole.

The Board of Governors

The Governing Body's Education Committee is responsible for monitoring the implementation of this policy. In doing so, Governors will have regard to the Special Educational Needs Code of Practice 2001 issued by the DCSF and the Disability Discrimination Act 2003.

The Headmaster

The Headmaster has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headmaster keeps the Board of Governors fully informed and works closely with the school's SEN co-ordinator.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

Staffing

The SEN team of the school is:

- Special Needs Co-ordinator is Mrs Emma Patel. She can be contacted by telephone on 0121 440 4097.
- Learning Support Assistants are Mrs. Roz Johnson (full time), Mrs. Linda Townsend (EYFS), Ms Alison Houghton (0.6 part time) and Miss Georgina Hartley (0.6 part time).

- Teaching Assistants where appropriate.

SENCO responsibilities include:

- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Liaising with parents of pupils with special educational needs.
- Liaising with the other SENCOs, educational psychologists, medical practitioners, speech and language therapists and other health services.

Mrs. Johnson is responsible for the day to day management of the SEN provision within the Pre-Prep Department, acting under the direction of the school SENCO. Her responsibilities include:

- Working in small group and 1:1 situations with pupils in Reception to Year 2 who have been identified as requiring additional support in line with this policy.
- Assisting in the identification process.
- Writing IEPs and reports.
- Liaising with parents of pupils within the Pre-Prep Department.

Mrs. Linda Townsend is responsible for the day to day management of the SEN provision within West House Nursery, acting in liaison with the school SENCO. Her responsibilities include:

- Assisting in the identification process.
- Liaising with outside agencies as required.
- Ensuring that appropriate provision for individual pupils is maintained and monitored.
- Working with the school SENCO in ensuring a smooth transition from Pre-School to Reception for pupils with SEN.

Admissions and Inclusions

Girls and boys are admitted to West House Nursery and boys are admitted to West House School in line with the school's Admissions Policy which is made available to all prospective parents. The Admissions Policy should be read in conjunction with this policy.

Identification, Assessment and Provision of Pupils with Special Educational Needs (SEN)

At West House, a child's needs may become apparent through:

- Admission interviews
- Teaching within the classroom
- Screening procedures and assessment tracking
- Expressions of parental concerns

At West House School there is a range of abilities across each year group. In line with our Teaching and Learning policy, high quality differentiated teaching aims to ensure that learning activities and opportunities are matched to individual abilities. Whilst many pupils may progress in line with expectations, there may be some boys who fail to make the progress expected. It may be that targeted focus within class or a short period of booster sessions will address the issue, but should these prove to be unsuccessful, the Code of Practice will be activated.

The Code of Practice emphasises the importance of early identification, assessment and provision for any child who may have special educational needs:

“In order to help children who have special educational needs, schools should adopt a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.”

There are two tiers to this response:

1. School Action (SA) – which is a school-based stage of intervention, assessment and provision.
2. School Action Plus (SA+) – involving intervention by external support services who will advise the school on new target setting.

Procedure for Intervention

1. Once a trigger of concern has been raised about a pupil at West House, the teacher initiating that concern should fill in the SEN Areas of Difficulty Tick Sheet. This will highlight the child’s difficulties.
2. The teacher and the SENCO will collect all available information about the child and seek information from the parents at an appropriate time. The SENCO will complete the Initial SEN Information Checklist.
3. The SENCO, in liaison with the teacher and other members of the SEN Department will then decide what level of intervention and support is required and plan appropriately. (Targeted teaching focus, booster session or School Action).
4. As part of the tools for assessing pupils needs, the SENCO may consider using the Common Assessment Framework if appropriate.
5. Should the pupil require School Action then the SENCO and class/subject teacher will draw up an Individual Education Plan (IEP) and a review date will be set. The IEP will only record that which is additional to or different from the differentiated curriculum and it will take immediate effect.
6. The SENCO will arrange a meeting to consult with the parents.
7. Reviews will take place at least twice during an academic year and the outcomes will be recorded.
8. Pupils will participate fully in the review process according to their age and abilities.

9. Parents will also be invited to participate in the target-setting and review process.
10. If a pupil continues to make little progress then the SENCO and staff, in consultation with the parents, may decide to call in outside agencies for assistance. This will then lead to a child being placed on a School Action Plus IEP.

Procedure for School Action Plus

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist input to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than those expected for a child of similar age.
- Continues to experience difficulties in developing literacy/ numeracy skills.
- Demonstrates emotional / behavioural problems that often substantially impede their own learning or that of the group, and that this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits /advice from specialists.
- Has communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

West House School works with a number of Educational Psychologists to whom the parents may take their children for assessment, but will not make any recommendations.

Arrangements for partnership with parents

West House firmly believes in developing a strong partnership with parents and that this will enable children with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and this gives them a key role in this partnership.

All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

A pupil's form tutor will work closely with parents at all stages in his education and should be the first port of call in the event of any difficulties. If parents have concerns, they should first talk to the form tutor. Parents are invited to attend all reviews.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to assist them in making the most of their education. Through pupil interviews, they will be encouraged to participate in the decision-making processes, including the setting of learning targets and contributing to Individual Education Plans.

Complaints procedures

The schools' complaints procedures are set out in the 'Information for Parents' booklet and are available via the school website. The school will make further information about this process available on request.

SEN Policy Review

West House considers the SEN Policy document to be important and the SENCO undertakes a review of both policy and practice on an annual basis. The outcomes of this review are used to inform the School Development Plan.

Implemented: September 2000
Reviewed: February 2011
Next Review: February 2012