

SPECIAL EDUCATIONAL NEEDS POLICY



HAYDON SCHOOL

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LEARNING SUPPORT

SPECIAL EDUCATIONAL NEEDS POLICY

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LEARNING SUPPORT AT HAYDON**Learning Support Staff****Co-ordinator of Learning Support - Mrs M Greaves, BA, PGCE, Dip, (SpLD) AMBDA****Special Needs Teachers**

- Mrs J Evans, BA, PGCE, RSA Cert, (SpLD)
- Mrs A Quilley, Cert Ed, RSA Dip, (SpLD) Advanced Dip, Ed in Child Care. Cert of PsychoMetric testing, Assessment and Access Arrangements (CPT 3A)
- Mrs B Morris, BSc, PGCE, RSA Dip, (SpLD)
- Mrs C Watts, Cert Ed. Dip - School Mngt, Dip – Special Needs

EAL Teacher**Student Counsellor**

- Mrs S Pink, Dip. Community Care Practice

Learning Support Assistants

- | | |
|--------------------|----------------------|
| - Ms D Burford | - Ms T Chen |
| - Miss L Conneally | - Miss H Egan |
| - Mrs A Finnie | - Mrs K Foster |
| - Ms R Gajte | - Ms L Gillard |
| - Ms W Haider | - Ms L Heduan |
| - Ms Judit Judge | - Mrs K Kohli |
| - Mrs K McNerthney | - Ms Emily Pearson |
| - Ms J Snelling | - Ms Mirella Verbana |
| - Ms S Woodgate | |
| - | |

Special Needs Assistants

- | | |
|------------------|-----------------|
| - Mr R Absalom | - Ms D Alkins |
| - Ms A Casey | - Mrs S Cross |
| - Ms P Good | - Mrs J Thoupos |
| - Mrs E Hounsome | - Ms D McCauley |
| - Ms S Penney | |

Administration Assistant

- Mrs S Denton

- SpLD – Specific Learning Difficulties (dyslexia)

The Co-ordinator of Learning Support has responsibility for the day-to-day operation of the school's Learning Support Policy with the support of the Senior Management Team. The Co-ordinator liaises with colleagues, external agencies and the parents of pupils with special educational needs. The Co-ordinator maintains the Special Needs List, and oversees the special needs record of pupils.

Who to Contact

Haydon encourages a close working relationship with parents. Parents with queries or concerns related to special educational needs should contact the Co-ordinator of Learning Support in the first instance. Parents may also contact any of the following: Form Tutor, subject teachers, House Manager, Deputy Headteachers or Headteacher.

Specific information about a child's special educational needs, or general arrangements for additional provision and support can be directly sought from Co-ordinator of Learning Support.

The named governor for special needs, is Mrs F McDougall.

The following policy for Learning Support should be considered as a working document. It should be reviewed at least annually so that it can reflect current practice and be adapted in accordance with future requirements. The policy should be made readily available to parents.

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PART 1

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PART 2

This section contains further information about the Learning Support Department and some of the difficulties pupils might have.

The notes given about

- ◆ Accessibility at Haydon
- ◆ Dyslexia
- ◆ Dyspraxia
- ◆ Attention Deficit Disorder
- ◆ Autism and Asperger Syndrome
- ◆ Restricted Growth

are very brief and therefore only skim the surface of what are serious and complex issues. The Department has access to more detailed reading material if you would like to know more about these difficulties.

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SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

The following policy for Learning Support has been compiled with regard to the DfES *Code of Practice on the identification and assessment of special educational needs*, LBH *Special Educational Needs Policy* and Haydon School Policy and Mission Statement as outlined in the staff handbook.

Haydon School Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

Special Educational Needs

A child has special educational needs if s/he has a learning difficulty which calls for special educational provision to be made for him/her.

A child has a learning difficulty if she / he:

- a. Has a significantly greater difficulty in learning than the majority of children the same age (e.g. at the age of 11 years a child has a reading age of a child aged 7 or 8 years).
- b. Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in the school.

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Difficulties and Disabilities

Include the following:

- **Learning difficulties** - a child's general level of academic attainment will be below that of his/her peers. S/he will have difficulty with acquiring basic literacy and numeracy skills.
- **Specific learning difficulties (for example Dyslexia)** - a child may have difficulties in reading, writing, spelling or numeracy which are not typical of his/her general level of performance.
- **Emotional and behavioural difficulties (EBD)** - a child may fail to meet expectations in school and in some cases may disrupt the education of others. His/her difficulties may become apparent in a wide variety of forms including being withdrawn; having a depressive or suicidal attitude, an obsessional preoccupation with eating habits. Difficulties may include school phobia; substance misuse; disruptive, anti-social and uncooperative behaviour; frustration, anger and threat of or actual violence.
- **Physical disabilities** - These might result from an illness or injury, which might have short or 'long-term consequences, or from a congenital condition. Some children with physical disabilities may also have sensory impairments, neurological problems and learning difficulties.
- **Sensory impairments** - hearing, visual difficulties.
- **Speech and language difficulties**
- **Medical conditions** - which have an impact on the child's academic attainment and may give rise to emotional and behavioural difficulties. These might include: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders and leukaemia and childhood cancers.

(adapted from Code of Practice)

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Accessibility at Haydon

Haydon is fully committed to inclusion and has the following facilities:

All teaching rooms, halls and dining room are accessible to pupils / visitors with a physical disability and / or wheelchair users.

Five disabled toilets located in:

- ❖ Social Sciences Building
- ❖ Dobson Building (plus shower facilities)
- ❖ St. Mary's
- ❖ St. Nick's (plus closimat facilities)
- ❖ Language Building

All areas of the school are linked via stairs lifts. There are also lifts in St. Mary's, St. Nick's, Dobson Building and the Language Building and the 6th form common room.

Pupils with physical disabilities are fully included in all aspects of the National Curriculum and adapted coaches are available for school trips.

Evac Chairs are in all buildings. All support staff are trained to use the Evac Chair and there are strategically placed around the school. Many of the support staff are also trained first aiders.

There is a notice in reception inviting visitors to inform the school if they have a particular requirement.

Visitors should inform reception if they have a particular requirement.

The Premises Manager has full details of all students with a disability in the event of an evacuation.

SPECIAL EDUCATIONAL NEEDS POLICY

Learning Support Policy

General aims and objectives

1. To enable all pupils to have access to a broad, balanced, stimulating and challenging curriculum that embraces the National Curriculum, recognising that some children will require special educational provision to ensure that they are given equal access to such a curriculum.
2. To increase awareness and sensitivity about the needs of children requiring learning support at both ends of the ability spectrum so that all children receive access to educational experiences of the highest quality and are helped to fulfil their potential.
3. To develop the concept that provision for students with significant learning difficulties, as well as those identified as being very able, should be seen as an aspect of provision for **all** pupils, and should be part of the ideal of striving towards equal opportunities for all pupils.
4. To recognise and provide for individual differences and to maintain high standards and expectations for all pupils.
5. To promote the concept that all teachers are teachers of children with special educational needs and should take responsibility for the provision of an appropriately differentiated curriculum content and an effective learning environment within the classroom.
6. To promote an ethos where all pupils are valued and which celebrates diversity of experience, interests and achievement. Such an ethos will encourage positive attitudes and relationships between all pupils and will recognise and reward individual effort and achievement.
7. To encourage the greatest possible degree of partnership between parents, students and school to secure effective identification, assessment and provision.
8. To provide opportunities for all pupils to develop independence, social skills and interpersonal relationships.
9. To devise and implement effective strategies which will encourage closer liaison between learning support staff and subject departments.
10. To provide staff with advice and support so that they can ensure that learning opportunities and resources are matched to the particular needs and abilities of individuals.
11. To encourage and ensure that special educational needs support staff and non-teaching assistants are used effectively and efficiently within the classroom.
12. To devise and implement effective procedures for monitoring the progress of pupils who require learning support.
13. To ensure that the whole school learning support policy is reflected in departmental policies and is implemented, monitored and evaluated.
14. To ensure that adequate and suitable rooming is provided for the teaching of small groups and individuals, and for the mentoring and administrative work which is undertaken by learning support staff.

Provision for Learning Support

Special Educational Needs

The Learning Support Department at Haydon aims to provide a secure and happy environment in which children can develop their basic skills and access the curriculum, including the National Curriculum. The Department plays an important role in building pupils' confidence and raising self-esteem.

The Co-ordinator for Learning Support has responsibility for overseeing the provision of education for pupils with special educational needs.

Haydon aims to fully integrate all pupils in the school and enable them to take part in all areas of the curriculum if possible. Although the school is split-site and the buildings have up to three floors, ramps and lifts are in place to ensure that the school is accessible to students with physical disabilities.

Special arrangements for learning support vary according to the nature and degree of each student's special educational needs. On entry, in year 7, pupils are placed in mixed-ability forms and educated in mixed-ability groups for the majority of their subjects. Teachers are encouraged to adopt a differentiated approach to learning within their classrooms. Mathematics is currently set from year 7 onwards. Language lessons are set according to ability from year 7 onwards. In year 7 a small number of pupils are taught English in small groups.

Identification

On entry the reading and spelling ability of all pupils is tested. Pupils who are identified as being well behind their peer group in ability (e.g. reading and spelling ages of approximately 7-8 years) are taught in the small English sets. Pupils with the most significant learning difficulties may also be given some withdrawal support on an individual or small group basis.

Buddy System

The school operates a Year 7 / 12 Buddy System. Many 6th formers assist pupils with reading and homework.

Small Sets

Currently in year 7 there is small-group teaching in each half of the year for English. There are usually no more than 10 pupils in each of these groups. The small English sets are taught by qualified special needs teachers.

The majority of year 7 students are currently expected to learn two modern foreign languages. A small number of students, who have been identified as requiring additional support, follow only one language and receive small group tuition to help them develop their basic skills. A number of students follow Entry Level Languages in Key Stage 4.

Statements of Educational Needs

Additional Provision

If a student has a Statement of Educational Needs the school will do its best to ensure that the student receives the provision outlined in the statement. This may take the form of one-to-one withdrawal by a suitably qualified teacher, small group work or additional in-class support.

Wherever possible, staff will be deployed efficiently and effectively so that students are given the maximum support available. The aim will be to spread this support throughout the week in subject areas where the student needs it most.

When students are withdrawn from lessons, careful consideration will be given to the effects of this. The pupil's wishes and those of his/her parents will also be taken into account. Any withdrawal will aim to cause the minimum of disruption for pupil and subject teachers.

Parents of a child with a Statement of Special Educational Needs will be notified in writing as to the additional support that will be provided and should contact the Co-ordinator of Learning Support if they have any concerns or wish to discuss the matter further.

Annual Reviews

Annual reviews are held each year to discuss a child's progress and to review the Statement. Parents and pupils are invited to the reviews as are the child's form tutor, special needs teachers and other appropriate professionals. The reviews are held in the Learning Support Suite. Parents can request interim reviews as necessary.

Rooming and Resources

The Learning Support Suite is situated in the St. Mary's building on the ground floor. Specialist teaching takes place here. Students have access to IT equipment and specialist resources.

The school has 30 PCs that have been installed with SuccessMaker, an interactive learning package that aims to develop literacy and numeracy skills. Pupils may use SuccessMaker during small group sessions. They may also use it before school, lunch times and after school.

All children have access to these rooms for individual/group research purposes.

Staff Training

The school as a whole recognises the need for staff training in relation to special educational needs and differentiation. Staff can bid into the school's INSET budget and are supported for external courses related to learning support. Training is also organised by the Learning Support team via training days and other opportunities as the timetable allows. The school subscribes to NACE and NASEN (learning support publications). Learning Support staff are available for advice about the teaching and learning of students with special educational needs including specific learning difficulties (dyslexia) and very able and talented pupils. Induction is provided for Beginner Teachers and existing expertise within the Department is updated as appropriate.

Identification of Children with Statements of Educational Needs

Haydon has adopted a systematic staged approach to the identification and assessment of pupils requiring learning support, and will draw on the assistance of external agencies where necessary. This approach is based on that outlined in the DfES *Code of Practice*. Our aim is to have an identification process that is ongoing and flexible.

Identification starts prior to a child commencing Haydon when the child is still at primary school.

The assessment of skills and achievements of students will involve the collection of information from a variety of sources which includes:

- Primary school records
- Cognitive Ability Tests (CATS)
- NFER Maths test
- Subject sets
- National Curriculum attainment levels in core subjects
- School-based, across-year assessments/tests/examinations
- Teacher observation/nomination
- Check-lists
- Record of Achievement
- Spelling (Vernon) and reading test (NFER 9-14 sentence completion)
- Staged response as outlined in the Code of Practice

Monitoring and Review

The progress of pupils requiring learning support, both those with learning difficulties and very able students, can be monitored through:

- Interim reports
- Annual subject reports
- Individual Education Plans (IEPs)
- Annual reviews (in the case of statemented pupils)
- Regular book-check by Heads of Department or House Managers for marking code and indication of differentiation in lesson content.
- Staged response i.e. where pupils are identified as having learning difficulties (includes EBD Educational and Behavioural Difficulties)
- Pupil tracking

SuccessMaker

Using IT to improve literacy and numeracy skills.

SuccessMaker is an integrated learning programme designed to boost literacy and numeracy for all pupils up to Key Stage 4. SuccessMaker uses a multi-sensory approach delivering 14 courses via 30 computers to develop pupils' skills by looking, listening, speaking and typing. There is a selection of courses which pupils use during English and Maths lessons, which includes reading, spelling and numeracy. Other courses help to develop comprehension skills, algebra, and for some, English as an additional language.

When pupils are first enrolled on SuccessMaker, the computer determines the ability level for each individual by carrying out 'Initial Placement Motion' or IPM. Pupils work through the course at their own pace, whilst the computer monitors their performance, gives them feedback and encouragement, and rewards their efforts. The level of difficulty of the material they are presented with is adjusted according to the pupils' individual needs.

SuccessMaker assesses the work that pupils do on every session and it provides reports for teachers on request. Each skill area is analysed and teachers are directed to specific areas of difficulty. In addition, the programme highlights strengths.

Most pupils in Year 7 will use SuccessMaker during Maths and English, Extra English and the Ace Programme. In addition some Year 8, 9 and 10 pupils will come to the SuccessMaker Suite during Maths and English. SuccessMaker is available for use before school, and this year we are starting a lunchtime club and an after school club so that as many students as possible can have access to it.

SuccessMaker Clubs:

Lunchtime:

- Mondays: 12.50 – 2.00pm
- Tuesday-Friday: 12.20 - 1:30pm

Further details about the clubs are available from the Learning Support Department.

Special Educational Needs Code of Practice

The Code of Practice is effective from 1st January 2002. It sets out statutory duties on LEA's and Schools. The Special Educational Needs and Disability Act 2001 also came into force on 1st January 2002.

As a school we have duties under these acts which we must adhere to.

Please refer to Leaflet from the Disability Rights Commission.

In relation to the Code of Practice various changes have replaced the previous Stages leading to a Statutory Assessment.

There is more emphasis on the School meeting the educational needs of children. The stages that exist now are:

SCHOOL ACTION where a need has been identified and the School is making the necessary arrangements to differentiate and assist the child's learning. An Individual Education Plan will be put in place and monitored accordingly.

The IEP should include information about:

- ◆ Short term targets set for or by the pupil.
- ◆ The teaching strategies to be used.
- ◆ The provision to be put in place.
- ◆ When the IEP will be reviewed.
- ◆ Success and/or exit criteria.
- ◆ Outcomes (to be recorded when IEP is reviewed).

IEPs should be reviewed at least twice yearly, ideally termly or possibly more frequently with some children

The pupil and parents should be invited to review the IEP and discuss targets.

If after Review, concerns still exist then **SCHOOL ACTION PLUS** comes into force.

This is when outside agencies are involved, for example requesting support from the Educational Psychology Service.

For a few pupils the assistance given by **ACTION PLUS** may not be sufficient. It will then be necessary for the School, in consultation with the parents and any external agencies, to consider whether to ask the LEA to initiate a statutory assessment.

A **Statement** is a document which details a child's special educational needs. Amongst other things, it outlines the provision which the LEA considers necessary to meet the special educational needs of the child, the objectives which the special educational provision should aim to meet, and the arrangements to be made for monitoring progress in meeting those objectives.

Statements are mainly issued for complex and / or medical conditions. Schools are expected to meet most pupils with other needs at School Action Plus.

The Co-ordinator will be supported by appropriate staff including Form Tutors and House Managers.

External Support Services

(There is a full list in the LBH booklet on its Services to Schools)

Pupil and Family services

Educational Psychologist

Borough Co-ordinator for SEN (Specific Learning Difficulties)

Service for Sensory and Physical Impairment

Educational Welfare Officers

Child Protection

Behavioural Support Team

Hillingdon Tuition Centre

Teaching Support - E2L / Refugees / Travellers

Special arrangements in GCSE and GCE and other public Examinations

These arrangements (formerly known as concessions) have changed. Previously educational psychologists assessed candidates and submitted their findings to the examinations boards. The examinations boards took a major role in this procedure. Now the role of the Examining Bodies is to “monitor” requests for special arrangements and teachers, with the appropriate qualifications, now undertake psychological assessments reports.

The Learning Support Department now uses its own resources and qualified staff to undertake the psychological assessment process. The advantage of using in house staff for psychological assessment reports is that staff are familiar with the school, the candidate, and have access to the children’s records, teachers and parents.

The assessment is not specifically a diagnosis and the emphasis is on evidencing why the candidate has learning difficulties severe enough to warrant special examination arrangements. The nature of the special arrangements can vary according to the individual candidate and his/her specific needs. Additional time in exams of up to 25% should meet most needs. If special arrangements, beyond extra time, are needed then these are endorsed on the examination certificate.

The Department also contributes to any special arrangements for Key Stage three SATs.

A variety of standardised assessments are used. Assessments include testing for Educational Attainment, Diagnostic Testing and testing for underlying ability.

Testing in the Learning Support Department used in compiling reports for requesting special examination arrangements

Education attainment	Diagnostic Tests	Underlying Ability
Reading (single words)	Phonological Awareness	I.Q.
Reading comprehension	Speed of information processing	Potential
Reading speed	Memory	General Conceptual ability
Spelling		
Writing		
Numeracy		

SPECIAL EDUCATIONAL NEEDS – WHAT ACTION TO TAKE

SUBJECT TEACHER

Gather example of student's work: classwork, homework and relevant test results.

Tell the student's Form Tutor but also write down your concerns on an SIS. Remember to date it. The form teacher will need this to form part of the evidence when considering whether the student has special educational needs or having an off day.

See if the student is on the SEN register and check reading and spelling ages. Inform SENCO and House Manager.

FORM TUTOR

You may have noticed that a member of your form appears to be having difficulties with their work, emotions or behaviour. (The difficulties may have been brought to your attention by a subject teacher, classroom assistant, parent or other).

Inform your House Manager of your concerns.

The SENCO should also be consulted as it may be necessary to do a round robin regarding Special Educational Needs.

Contact the student's parents and discuss your concerns with them.

Feedback may result in an IEP being put in place with appropriate targets. The House Manager or the SENCO, will discuss this with the student's parents and the student.

Haydon School Social Inclusion Unit

Haydon School operates a Social Inclusion Unit called The Link.

The Link supports students with challenging behaviour.

Students attend the Link when they are at risk of exclusion and all other strategies have been exhausted.

The Link provides lessons and support in Maths, English, ICT, Science and PE. Students also follow a behaviour programme. The behaviour programme enables students to develop strategies to modify their behaviour and responses to situations that lead to difficulties.

Students will attend the Link for up to 70% of their timetable. For the rest of the time they will continue to attend lessons in which they are succeeding.

The main aim of The Link is to reintegrate students back into mainstream school. The time students spend in The Link is gradually reduced as their behaviour improves. When they return to mainstream lessons their behaviour will continue to be monitored and they will receive support from a link classroom assistant. This phase will be negotiated with teaching staff.

Before students attend The Link information on their progress and specific needs is collected from subject and pastoral staff.

The Link works closely with Learning Support and other outside agencies.

The same school rules apply in the Link. Expectations of behaviour are high and the same sanctions will be enforced if behaviour is unacceptable.

Referrals to the Link can only be made through consultation with House Managers, Margaret Greaves (SENCO) and Jayne Guest (Deputy Headteacher).

Reintegration of students in The Link has to be understood as a process that will take time and will require the full support of all staff.

The Link is an initiative that has been running since June 2002. Development of the Link is ongoing.

Mrs Jane Gurd - Social Inclusion Unit Manager
Mr Hendrik Louwrens
Miss Nicola Murphy
Mrs Amanda Pollard
Ms Martina Sheridan
Miss Jemma Copeland

History

Date	Issue	Status	Comments
Sept 2008	1	Accepted	By Full Governing Body
Sept 2009	2	Accepted	