

# **SEN/LDD**

## **Handbook**

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# **Special Educational Needs/Learning Difficulties and/or Disabilities Policy**

This policy accepts the definition of SEN/LDD as set out in the Revised Code of Practice 1:3.

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significant greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children must 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.

Special educational provision means, for children of two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

## **Aims and Objectives**

In line with School policy, all pupils should be treated equally, without regard to gender, race, age, religion, or disability.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Links have been developed with local independent senior schools and these are being further developed through liaison between SENCOs. These links are to further develop good practice and ease transfer arrangements for pupils.

## **Responsible Persons**

The 'responsible person' for SEN is the Headmaster. The person co-ordinating the day to day provision of education for pupils with special educational needs is the SENCO:

## Resources

### Specialist Support

The school has experience of working with pupils with Specific Learning Difficulties (Dyslexia) and subject staff are continually developing their skills in helping pupils with Dyslexia to gain access to the curriculum. Several pupils have Laptop Computers and ICT is made available to benefit pupils with dyslexia. Mrs. Shephard (SENCo) has gained AMBDA and is able to compile and disseminate information concerning every child diagnosed with dyslexia at St. Andrew's, for the benefit of their teaching and learning.

One full-time and three part-time Learning Support teachers support pupils with SEN/LDD on a one-to-one basis, in small groups, or in class, based on need identified and as arranged with parental agreement. Learning support lessons are often timetabled for once or twice per week, depending on the pupil's level of need. LS teachers compile an Individual Education Plan for each of these pupils, which is reviewed and updated as appropriate and at least twice each year.

The whole school is, at present, not accessible for pupils with physical disabilities.

### The Role of the Special Educational Needs Co-ordinator (SENCo)

The Special Educational Needs Co-ordinator (SENCo), with the support of the Headmaster, Pastoral staff and the Governing Body takes responsibility for the day-to-day running of the department and the provision for individual pupils with SEN/LDD. She is a member of the Senior Management Team, which is useful in providing professional guidance to inform teachers and to ensure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils. This is developed through INSET, whole staff meetings, departmental meetings and individual teacher advice.

The fundamental task of the SENCo is to support the Headmaster in ensuring all staff recognise the importance of planning lessons and using a variety of teaching styles to encourage participation and learning of all pupils.

The SENCo seeks to ensure that the learning of all pupils is given equal priority and that available resources are used efficiently in supporting, guiding and motivating colleagues, especially in disseminating examples of effective practice in relation to pupils with Special Educational Needs. The SENCo collaborates with subject teachers through attendance at Maths, English, Science, Pastoral and Academic meetings, as often as is possible.

The SENCo is responsible for ensuring that the name of any pupil identified as being a concern, including those with behavioural problems as affecting learning, is entered on the SEN List and is followed through in terms of monitoring and assessment procedures. She works with the Headmaster, the staff, parents, governing body and other agencies to ensure the day-to-day operation of the Special Needs Policy.

Where appropriate and permissible, the SENCo arranges for extra time and/or access to a reader and/or scribes for pupils with SEN/LDD in their internal and public examinations.

### Staffing

#### SENCo

##### **Deborah Shephard**

M.A.(Ed), BEd (Hons)

Post Graduate Diploma in Specific Learning Difficulties,

Associated Member of the B.D.A.

#### Learning Support Teachers

##### **Janet Price** (full-time)

BEd, PGCE (Sld)

##### **Lindsay Benn** (part-time)

BA, PGCE

**Jane Steen** (part-time)  
BSc (Maths), PGCE

### **Learning Support + Extra English/ESOL Teacher**

**Fiona Dundas** (full-time)  
M.Ed, BEd (Hons), Cert.Ed, RSADip TEFL  
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### **Liaison Staff**

Educational Psychologists  
Speech and Language Therapists  
Occupational Therapists

### **External Agencies**

The SENCo uses appropriate channels for liaising with Educational Psychologists, Speech and Language Therapists and Occupational Therapists, as necessary.

### **Pastoral Care**

The Head of Pastoral Care will liaise with outside agencies:

Educational Welfare Officer  
Social Services  
Health Service and family doctors

The Joint Academic Directors will seek to obtain and review:

Previous School Records  
General Reports on pupil progress

Class/Form Tutors will also have a special relationship with the pupil.

The SENCo will liaise with the Head of Pastoral Care, the Academic Directors and the Class/Form Tutors over pastoral matters as affecting the learning of the pupil.

### **Resources**

The school allocates funding to each department to develop differentiated materials to allow all pupils access to the curriculum in all subjects.

The SENCo is available to advise on appropriate text books etc.

SEN/LDD resources are kept in the two Learning Support rooms, as used by the LS teachers. Further reference materials are kept in the SENCo's office.

The preferred assessment tool, as used only by the SENCo, is the 'Lucid Rapid' computer programme, which offers good opportunity for observation of pupil strengths and weaknesses when administered on a one-to-one, as well as quantifying an initial 'probability of dyslexia'.

Various checklists are also used, when appropriate, as tools of initial investigation.

An SEN/LDD budget currently covers the purchase of up-to-date teaching resources books and games, computer software, photocopying paper, testing and assessment equipment, teacher's reference books and subscriptions to relevant periodicals.

### **Continued Professional Development (CPD)**

The SENCo and Learning Support teachers attend SEN/LDD and Literacy courses regularly. Literacy and Whole School Inset will have an increasingly strong SEN/LDD element.

# Equal Opportunities

## Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such St.Andrew's School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of St.Andrew's are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children.

SEN/LDD pupils are not disadvantaged by the Admission Policy. Where necessary and appropriate, a pupil's needs are assessed prior to registration at St.Andrew's and during a 'Taster day'. The SENCo will interview and assess the prospective pupil and where the level of need exceeds provision available, parents are advised that these needs are better met elsewhere.

Upon registration of a new pupil, the parents are requested to complete a background information form pertaining to SEN/LDD. This contributes to the compilation of the pupil's learning profile at a useful and early stage.

## Access to The Curriculum

A broad and balanced curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class/subject teacher and SENCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.

Generally, pupils are taught in sets in English and Mathematics from Year 3 and in various subjects to include the core subjects from Year 5. The SENCo is consulted over the placement of the pupils in English sets in particular and attention is given to the pupils on the SEN/LDD List.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles will reflect this approach and curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils with SEN/LDD. Half-termly and/or termly Schemes of Work will take account of pupils with SEN/LDD and Heads of Subject, Academic Directors and Senior Management Staff (to include the SENCo) will monitor the planning and implementation of these. Subject teachers are in possession of pupils' Individual Learning Advice Sheets, which are distributed at the beginning of each academic year and they are also aware of and have access to the SEN/LDD List.

In cases where it is felt that the pupil is disadvantaged by poor reading/spelling skills it is necessary to withdraw the pupil to work on structured reading/spelling programmes and with a Learning Support teacher. Pupils are taught on a one-to-one or in a small own age group. Teachers are aware of the problems of highlighting a child's difficulties and it is important to avoid isolation in the class.

## SEN/LDD and The Curriculum

Each subject department makes the curriculum accessible to pupils with SEN/LDD through suitably differentiated tasks and through carefully planned and guided practical work.

Each subject department fully supports the school's SEN/LDD policy document and as such recognises that it is the teacher's responsibility to know how to plan work, and organise and manage classes to take account for the different needs of pupils, while maintaining consistently high expectations.

Subject departments aim to do this by early identification of pupils experiencing difficulty and by:

1. Working in smaller groups as far as is possible for more teacher attention.

2. For the less able, tasks are usually presented or re-presented in several different ways. These pupils are provided with additional support by way of explanations and, as appropriate, allow them to complete their tasks at a relatively slower pace.
3. Provision of a variety of teaching strategies, which can help pupils to develop skills, ideas and concepts.
4. Provision across the ability range both by differentiated materials and differentiated courses.
5. Provision of open ended tasks and coursework offering a quick recognition of a 'way in', something to do, possible early success and room for extension.
6. Access to computers allowing pupils to access a wider range of background information and to work independently.
7. Helping pupils organise their own work and become self-reliant.
8. Continued co-operation and liaison with the SENCo.

The needs of pupils of all abilities must be catered for so that the above average are fully stretched and those of average and below average ability are encouraged to new levels of achievement.

Learning should be related to everyday, industrial or commercial experiences when and where appropriate and we aim at preparing pupils as efficiently as possible for further education and ultimately for adult and working life.

### **Differentiation**

1. Differentiation is a planned process based upon the teacher's knowledge of individual pupil needs. It is achieved through setting common tasks at various levels (differentiation by task) and by quality of outcome expected from each pupil (differentiation by outcome).
2. In order to ensure that pupils are able to achieve success a variety of teaching and learning strategies are used which assist differentiated learning.
3. Pupils are taught both formally through 'lecture demonstration' and skill based exercises and through investigation and research. They are encouraged to take responsibility for their own learning.
4. Pupil activity is varied to ensure a balance of both short and extended tasks. They experience projects which are focused and designed to target specific skills and knowledge, and those which are open and designed to allow pupils to have more influence over the origins and direction of their projects.
5. Pupils are encouraged to produce quality outcomes both in their written and their practical work.
6. Printed matter, such as worksheets and evaluation sheets, are to be increasingly reviewed with guidance from the SENCo to suit the pupils with SEN/LDD.
7. Worksheets should include open questions and advice, which will extend the more able pupils whilst supporting the less able. Practical work is designed to incorporate the basic content of knowledge and skills but should be able to extend the more able pupil who can incorporate greater complexity, accuracy, innovation and experimentation.

### **Setting**

Setting generally takes place from Year 3, starting with English and Mathematics. Further subjects are set from Year 5.

The constitution of the sets is decided upon using test and exam results, as well as teacher assessment concerning pupils' potential. Set placements are constantly reviewed up to Year 8, when it becomes difficult to change set placements due to Common Entrance syllabus work underway.

The SENCo is currently the English Teacher for the lower sets in Years 6, 7 and 8.

## **SEN/LDD Provision**

### **Co-ordinating Support**

The school recognises that good practice for SEN/LDD pupils is good practice for all pupils and therefore the Special Needs Department is a service for the whole school.

Staff are involved in SEN/LDD issues. SEN/LDD is a regular feature of some departments meeting agenda. SEN/LDD is part of a rolling Inset programme and the SENCo attends regular courses and reports to colleagues as appropriate.

Senior Management are aware of the procedures of the SEN/LDD department through meetings, classroom monitoring and departmental reviews.

The SENCO works closely with the English, Maths and Science departments, attending meetings, advising on pupil groupings, teaching and learning. Liaison also takes place with the Head of Pre-prep and with boarding house staff. There are two weekly staff meetings, one of which is a pastoral meeting in which pupil concerns can be shared and discussed.

The school computer data base system is currently under development and information on pupils with SEN/LDD will soon be available centrally within this system, as well as in the SEN folder on the Server.

Departments are allocated funding per year and use their allocation in part, to provide differentiated materials for the teaching of SEN/LDD pupils in their subject. The SENCo is available to advise on materials.

The SEN/LDD department is also allocated a budget, which provides differentiated materials as used by the Learning Support teachers and colleagues in general.

The SEN/LDD department shares some resources with the English Department, in meeting aims and objectives in common.

### **Monitoring Educational Provision for Pupils with SEN/LDD**

The SENCo is responsible for keeping and updating the SEN/LDD List and the day-to-day management of provision for pupils with Special Educational Needs.

Pupils are placed on the list at the relevant stage from 'Monitoring' to 'School Action Plus' and parents are informed of this as appropriate. Pupils with Extra English/ESOL are also listed for monitoring purposes.

The number of pupils currently listed as;

'Monitoring' is 94,
'School Action' is 39,
'School Action Plus' 9,
having a 'Statement of Educational Need' is 0.

The number of pupils currently receiving Learning Support is 45.

The number of current pupils with Extra English/ESOL is 17.

The current total number of children on the SEN List at 'Monitoring' or above is 142, which represents approximately one third of the whole school's pupil population of 384.

### **Providing a Graduated Response**

In some cases a pupil entering the school will have been previously identified as having a SEN/LDD. Liaison with other schools through transfer of information and/or documents is pursued, as it is highly beneficial in identifying early, those pupils with concerns and who are in need of support.

The SENCo collects information on strengths/weaknesses, particular difficulties and on what approaches are more likely to benefit individual pupils. There is also liaison with external agencies in some cases where the pupil is seen to have a significant need or probable dyslexia. In most cases it is appropriate to involve parents at an early stage.

Pupils are also assessed through initial and annual screening. In addition to profiles often provided by previous schools, the school also uses baseline indicators:

Pre-Prep Department:

PIPS (Performance Indicators in Primary School)

Prep Department:

CATs (NFER)

WRAT3 Spelling Test (Wide Range Achievement Test)

Cloze Reading Test (Young)

Lucid Rapid (Probability of dyslexia test, as used by SENCo on a one-to-one basis, as appropriate)

LS Teachers' own assessment tests

Results of internal 'End of Year' exams in English and Maths are also analysed for pupils falling below expected levels of attainment.

A pupil may also be referred by a member of staff and an initial 'Record of Concern' form completed, for the attention of the SENCo. Concerns may be voiced at meetings, through the Head of Subject or the Head of Junior/Middle/Senior Department.

Parents may also refer pupils to the SENCo. Concerns may be voiced through the Class/Form Tutor, Head of Subject, Head of Department, English teacher or to the SENCo directly.

The SENCo will follow up any concerns made by parents and report back as soon as possible. This may result in the pupil's name being placed on the Special Needs List, coded at the appropriate level.

Initial Referrals from Staff/Parents

If a pupil is causing concern to a member of staff, that teacher will first take appropriate action in their preparation and teaching. If, after a period of about four weeks, they are still concerned they will inform their Head of Department or Head of Subject who may offer advice or produce additional materials. If the concern persists the pupil may be referred to the SENCo through a referral form entitled 'Record of Concern'. The SENCo will log their concern, place the child's name on the SEN/LDD List at 'Monitoring' and open a file on the pupil. The SENCo will inform the parents as soon as internal SEN/LDD assessment is deemed necessary.

Parents may also make the initial move by expressing concern to the SENCo or other staff.

Monitoring

The pupil is a concern at this time. Advice and support may be given wherever possible and suitably differentiated materials should be used. The responsibility for meeting a child's need at 'Monitoring' is with the class/subject teacher.

If the child has shown little or no progress the pupil will move to School Action and the SENCo will assess the pupil and advise as necessary. Parents will be invited to meet with the SENCo and appropriate staff. If the pupil is no longer causing concern their name will be removed from the list but a file will remain open.

School Action

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent EBD difficulties; or communication or interaction difficulties, the SENCo will carry out an assessment and then place the pupil at 'School Action' and support that is additional to and different from the differentiated curriculum will be provided through an Individual Learning Advice Sheet (ILAS) as compiled by the SENCo, for use by all teachers of the individual pupil.

The ILAS will feature a range of teaching/learning initiatives including:

Classroom organisation and management

Behaviour modification strategies  
Use of specialist equipment, dictaphones, lap top computers, electronic dictionaries,  
Alternative teaching strategies

Teaching staff each receive a folder of updated ILASs at the beginning of every academic year and subsequent ILASs in the same year, are distributed for examination and filing.

Where the pupil is receiving Learning Support, an Individual Education Plan (IEP) is compiled and implemented by the Learning Support Teacher. This will focus on the pupil's particular needs and will set realistic targets to reach.

Parents will be informed of the compilation of an ILAS and IEP and pupils will be involved in decisions taken concerning the content of the IEP. Parents will receive a copy of the ILAS and IEP and the IEP will be reviewed twice a year, or more frequently if it is felt necessary.

Parents and pupils discuss progress made and set targets at review meetings, where encouragement is given to include targets of their own. Review meetings take the form of parents' evenings twice a year and at other times convenient for the parent. Pupils are involved in this process more regularly and during Learning Support lessons.

Where a pupil does make the necessary progress, it is agreed that the pupil will stop receiving Learning Support. The pupil will remain on the SEN/LDD List as 'Monitoring' and until the pupil is quite clearly no longer causing concern. If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services outlined in liaison, the ILAS and IEP will be amended accordingly and the pupil will be moved to "School Action Plus".

### School Action Plus

An Educational Psychologist or other external professional or agency will be involved in this stage and the outcome of external assessment will be discussed between the parents, SENCo and other relevant staff and then used to further inform the content of the ILAS and IEP and their implementation within school for the benefit of the individual pupil. With the parents' permission, the Headmaster, SENCo and Head of Department will each receive a copy or part copy of the written report. The cost of these services is paid for by the parents.

### Statement of Special Educational Need

It is rare that a pupil at St. Andrew's has a statement of Special Educational Need, but where this is the case it must be taken into consideration when compiling an ILAS, an IEP and when setting targets. It is the SENCo's responsibility to arrange annual review meetings with parents and relevant outside agencies.

Outside agencies may make a contribution to the educational provision for the pupil.

Teaching staff are made aware of statement information.

If progress is still not achieved despite 'School Action Plus', the child may be assessed bearing in mind the LEA criteria with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

## **Subject Teachers' Responsibilities at each stage of Intervention for Pupils with SEN/LDD**

### Monitoring

As the subject teacher you will need to provide information about differentiation achieved and the pupil's progress.

### School Action and School Action Plus

1. You will need to provide information about differentiation achieved and the pupil's progress on a Record of Concern form.
2. You will need to attend review meetings as necessary.
3. You will need to read the ILAS in place and take the pupil's needs into account when preparing and teaching your lessons.
4. The SENCo and/or Learning Support teacher may ask for your advice in setting IEP targets.

## Statement

You may need to assist in the completion of the appropriate forms for recording and referral as necessary.

### **What to do if a child is underachieving in your class**

1. The first step is to check that the pupil is not already on the SEN/LDD List and to make appropriate provision for that pupil in your planning.
2. If, after a few weeks, the pupil is still causing concern you should consult your Head of Department who may offer advice on further steps you can take to meet the pupil's needs or may have access to materials that help deliver the curriculum to that pupil
3. If the pupil continues to cause concern you must complete a Record of Concern form for the SENCo who will log your concern and open a file on that pupil. The SENCo may offer further advice and/or assess the pupil. If an assessment is deemed necessary, further advice/action will follow.

### **Learning Support Provision**

The initial triggers for Learning Support intervention could be the subject teachers' or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or numeracy skills which 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 school
- has slight sensory and/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
- has communication problems due to the fact that English is not the first language

As a result, the types of needs are identified into the following categories:

1. Learning Difficulties, eg. Dyslexia
2. Emotional and/or Behavioural
3. Physical and or Medical
4. Cultural and/or English as a Second or Other Language (Extra English/ESOL)

The timings of Learning Support lessons are given a great deal of consideration so that core subject lessons are rarely missed and pupil and parent preferred subjects/times are safeguarded.

The content of LS lessons and IEP will be tailored to match the individual pupil's needs, but will invariably include some of the following areas:

- Spelling: spelling accurately, as a result of knowing the conventions and having strategies for improving spelling.
- Phonics: applying knowledge of phonics in their own writing.
- Writing organisation: organising and shaping writing effectively.

- Sentences: having a repertoire of sentence structures and using them effectively.
- Information retrieval: extracting and evaluating information from a range of literary & non-literary sources.
- Reading between the lines: using inference and deduction in interpreting literacy texts.

Teaching and Learning in LS lessons will involve:

- Building on prior knowledge.
- Linking writing with speaking and listening and with reading.
- A highly interactive approach.
- An emphasis on teacher modelling
- Gradual drawing in of pupils with activities.
- Consolidation of individual learning through revision and reflection.
- A deliberately fast pace, as far as is possible and appropriate.
- Building pupil confidence through supported application.
- A sense of enjoyment through working together.

LS Lessons have the following structure:

- REMEMBER identification of prior knowledge and key objectives.
- MODEL teacher demonstration of process.
- TRY shared exploration through activity.
- APPLY pupil application of new learning.
- SECURE consolidation through discussion/activity.

The cost of the lessons is based on tuition fees, which are calculated by the Bursar and an agreement is then reached between the Bursar and the parents on each term's estimated costs.

Written reports by the LS teachers are produced twice a year – Autumn and Summer terms and two formal Parent/Teacher interviews are also held during the year – Autumn and Spring terms. However, all LS staff are available to discuss any issue with parents at any other time of term.

### Reading

The library contains a small number of books chosen by the SENCo and further differentiated reading material is available in the SENCo's classroom.

A reading log encourages all pupils to record their reading and is especially useful when monitoring the reading habits of pupils with SEN/LDD.

The SEN/LDD Department places great emphasis on hearing pupils read and tries to encourage parents to share in this pursuit at home. Regular reading lessons are encouraged.

Some pupils may require a phonic approach to reading and again parents are encouraged to take an active part in developing this approach at home.

### Spelling

Spelling is predominantly taught through: Look, say, cover, write, check method for pupils with spelling. Some pupils need an individual programme and may need a multi-sensory approach.

### Writing

Many writing activities arise from class readers and pupils are given the opportunity to develop a variety of styles: letter writing, stories, reporting, and diary writing. They are taught to take their audience into account when writing.

In the earlier years we build on the skills pupils have and develop their basic English. From the Junior Department upwards pupils are encouraged to develop more complex sentences. Pupils are also given opportunities to word process their work. Most written work is either achieved through class work or group work but activities are differentiated according to pupil's individual needs and learning styles.

## Mathematics

One LS teacher provides the learning support needed for Mathematics. An IEP is compiled through liaison with the pupil's Maths teacher and with the individual pupil's needs in mind and concrete apparatus is available to use and is often the starting point for introducing a concept. Number games and computer games are also used.

## Homework

It is beneficial to set homework to aid small steps made in language and number work.

The work should correspond with what is being taught. This may be learning homework i.e. spellings, tables, where the pupil's particular learning style is encouraged to be used.

Homework is set according to its type and where the pupil is not able to be independent in its completion, it is set in agreement with a parent. Reading is encouraged every night. Parents often request holiday homework packs, as prepared by the LS teacher and in order to revise skills and concepts covered over the longer breaks.

## **Pupils with English as a Second or Other Language (Extra English/ESOL)**

On entry to school most overseas children will be taught extra English and the number of lessons will depend on their attainment in both spoken and written English. Such attainment will be assessed upon arrival at school, as currently there is inconsistency in assessment procedures in place in the children's various countries of origin.

For their Extra English lessons, overseas pupils are usually withdrawn from Latin lessons and according to the needs of the child, are sometimes withdrawn from French lessons.

Reviews with parents do not always take place with staff, as some parents do not visit the school. However, when they do, they are given an up-to-date report on progress by the child's teachers and by the Extra English teacher in particular.

The cost of Extra English lessons are calculated by the Bursar, as for LS lessons.

## **Parental Role**

The SEN/LDD Department sets out to liaise with parents of pupils with Special Educational Needs and encourage them to have an active role in their child's education. Parents play a key role in enabling children and young people to achieve their potential.

1. Parents are invited to parents/review meetings with their child's Learning Support teacher, to discuss progress and to evaluate the IEP in place.
2. In the case of a pupil with a statement, parents are invited and encouraged to contribute to Annual Review meetings.
3. Parents are informed about a pupil's progress through the schools' reporting system and subject reports.
4. Parents are encouraged to attend Parents Evening twice each year.
5. Parents are encouraged to help younger pupils read by taking part in the keeping of a reading diary and for all ages by hearing pupils read at home.
6. Parents are encouraged to help pupils learn spellings, as directed by the English or Learning Support teacher.
7. Parents are encouraged to support through sympathetic and positive discussion on entering each stage of intervention.
8. Liaison with parents wherever necessary and at parents', as well as at school's request.

## **Pupil's Role**

Pupils are also encouraged to take responsibility for their own progress. They are invited to give their opinion on entering School Action during the initial assessment process with the SENCo. At School Action and School Action Plus they are consulted about the targets set on their IEPs. In the case of statemented pupils, they are encouraged to participate in their review and documents are sent home for the child's view to be sought away from school.

## **Transition Arrangements**

The Headmaster, the Head of Seniors and Year 8 Form Tutors will complete forms for transition to senior schools and the SENCo will complete forms pertaining to SEN/LDD. The SENCo will contact the school with information and advice, as necessary, and meetings between SENCos can be arranged.

## **Review Procedures**

### **Evaluating the Policy**

The Special Needs Policy is evaluated in a number of ways:

- 1) Passes at Common Entrance
- 2) Achievement in SATS
- 3) IEP targets met
- 4) Increased spelling and reading ages up to and including Year 7
- 5) Pupils with Special Educational Needs taking part in school life (projects, drama productions, extra-curricular activities etc.)
- 6) Parent response to correspondence

### **Complaints Procedure**

Complaints about Special Needs provision in the school should be made to the SENCo. She will arrange a meeting to discuss the issue. Should the matter be unresolved she will involve the Headmaster and, if necessary, outside agencies.

## Appendix

1. Department Self Evaluation
2. 3 Year Development Plans; 2009-2012.
3. SEN School Entry Form.
3. Graduated Response Chart.
4. Record of Concern Form.
5. Individual Learning Advice Sheet format.
6. Individual Education Plan format.
7. The list of current tuition rates, as calculated by the Bursar.

## SEN/LDD SELF-EVALUATION

**Focusing** – School recognises that it is at the beginning of a process  
**Developing** – Action is in place to develop provision  
**Establishing** – Practice is being established the quality of provision has improved  
**Established & Effective** – Practice is embedded and provision is effective

**KEY QUESTION 1** How well do learners with SEN achieve?

STATEMENT:					SOURCE OF EVIDENCE/ EVALUATION	ACTION / DEVELOPMENT
	Focusing	Developing	Establishing	Established		
Reviews of IEP targets for all stages are completed at least twice a year			Y		Learning Support teachers do this currently.	To further develop target setting achieved between subject teachers & pupils. To incorporate these (as appropriate) in LS IEPs.
Pupils with SEN are involved in the review and target setting for their IEP and able to learn from and improve their own performance as appropriate			Y		LS teachers carry this out with pupils as part of the IEP review process.	
Personal targets reflect the identified needs of the learners and are based on relevant pupil progress data.			Y		Target setting is achieved by LS teachers, in collaboration with the pupil & English teacher predominantly (+ core subject teachers to a lesser extent). Data used for this purpose is both qualitative & quantitative.	Subject teachers across the curriculum should be involved in this process. Their observations & progress data should also inform pupil target setting.
Targets are part of the continuum of curriculum targets set for all learners.			Y		Given the range of ability present, the range of targets identified fall within this continuum.	
Learners with SEN make progress against objectives and targets set.			Y		Progress against individual objectives & targets set is made by all, to varying degrees, as is to be expected. In general terms, progress made is significant.	
Placement on SEN register is regularly reviewed and attendance is monitored.				Y	The SEN/LDD 'List' is regularly reviewed. A code is used to distinguish between levels of inclusion & for ease of reference/monitoring.	Whilst attendance is monitored centrally & by individual teachers, this aspect should feature on the SEN List, for comparison with learning/progress

						achieved. A further column will be added. The school's pupil tracking database should also include attendance information.
There are effective transition arrangements at key points in pupils' education			Y		Qualitative & quantitative information is passed on in various forms. Transfer meetings are held + regular pastoral & progress meetings for different age groups.	The transition between Yr 2 & Yr 3 remains particularly significant & measures to lessen impact to pupils is an ongoing agenda item.
Pupils with SEN are encouraged to show positive attitudes to learning given the opportunity and support				Y	The ILAS (Individual Learning Advice Sheet) is designed to inform teachers so that learning needs can be met & learning effectively achieved. Where this works well pupils are enabled to learn efficiently & effectively. Teachers also encourage this proactively & skilfully, as part of their role & responsibility.	The ILAS system has improved in that folders are provided to all teaching staff, individual pupils are flagged up as necessary & new ILASs are distributed & their use promoted. Whilst most teachers benefit their pupils with SEN through their use of this system, it is an ongoing challenge to ensure that all teachers use it similarly.
They take personal responsibility for some aspects of learning				Y	Pupils are largely well motivated & well equipped to achieve some independence in their approach to learning.	The promotion of independent learning continues to be a whole school aim.
They are able to work with others			Y		Pupils are largely able to work with others.	Pupils will vary in their ability to work cooperatively with others & whilst this element of effective learning is not of specific concern, pair, group & class work is featured in lesson planning in order to promote this, as well as to facilitate learning.
They develop and apply skills they have learned			Y		Pupils are largely able to develop & apply skills they have learned, with the necessary support and consolidation.	There are invariably pupils who need more consolidation or 'scaffolding' than others, whereby development & application are not assured. The promotion of independent learning will benefit this aspect, as well as Learning Support + ILAS information designed to secure pupil learning.

**KEY QUESTION 2** How effective are teaching, training and assessment, in relation to learners with SEN?

STATEMENT:					SOURCE OF EVIDENCE/ EVALUATION	ACTION / DEVELOPMENT
	Focusing	Developing	Establishing	Established		
Teaching is well planned for literacy, numeracy and other subjects including differentiation		Y			Assessment for Learning has been a whole school development focus, as has benefited lesson planning.	Differentiation is achieved, but needs further development. 'Outcome' & 'setting' are predominant methods & further methods need to feature consistently. The ILAS is designed to provide information that should also be incorporated in differentiation achieved.

Teaching is differentiated and the methods and approaches used enable work to be matched to pupils needs, ability and learning styles to facilitate access for all pupils		Y			Lessons feature ILAS information & 'VAK' increasingly more, but consistency in this will benefit from further focus. Differentiated activities & extension opportunities are also featured, but to varying degrees.	Differentiation (methods) has been featured in whole school inset & will continue to be a regular feature.
There are clear procedures for the identification ,assessment and intervention of SEN which are used by all staff				Y	The 'Graduated Response' chart makes clear to colleagues the course of action followed from an initial concern stated to 'SAP' where appropriate. The orange 'Record of Concern' is used to document & trigger initial action, which will follow in assessment, identification & intervention as appropriate.	
Whole school assessment procedures are used as a tool for the early identification of learners with SEN and information used to set appropriate targets			Y		The Directors of Study & SENCo analyse assessment data for value added, highlighting pupils for closer monitoring or remedial action. Assessment data also informs target setting as stated above.	Heads of Subject are working towards similar analysis of pupil assessment data, consistency of quality in this being a school aim.
The school uses a range of diagnostic tools and the expertise of outside agencies to identify and review the specific needs of learners.				Y	Diagnostic tools are used to offer a probability of dyslexia, & dyscalculia similarly. Where the outcome is moderate or high, or further information on cognitive functioning is wanted due to an alternative suspected SpLD, an external diagnostic report is recommended & arranged.	
Progress made by learners with SEN is fully evaluated by all relevant staff			Y		Progress made by learners with SEN is evaluated alongside learners with no recognised SEN. In addition, however	
Information about pupils' needs is systematically collected and relayed to all staff who teach them from IEP's and statements				Y	Information from one or more of various sources is used to compile a pupil ILAS, which is then disseminated to all teaching staff for analysis as appropriate, & filing in their ILAS folder.	The challenge is to promote & ensure the reading & implementation of ILAS information as far as is possible & on the part of all teachers.
Teaching takes full account of information and targets in individual education plans and statements and are monitored and reviewed			Y		Teachers have excellent access to ILASs now (their own folders/paper copies + computer files) & this is thought to inform much of their teaching.	Consistency & quality of implementation is monitored for, as will always be necessary. Lesson observations will also target this as a specific focus in the future.
There are high expectations of what pupils with SEN can achieve in all				Y	Pupils with SEN succeed alongside those without SEN. Expectations are based on ability	

subjects, key skills and personal and social education					& potential & are not limited due to learning difficulties identified. Support can be provided & strategies developed to compensate for learning difficulties & this is the common understanding of the teaching staff.	
Teaching arrangements for withdrawing pupils or providing in-class support is sufficiently well planned to enable effective learning to take place				Y	Learning Support teachers timetable the withdrawing of pupils from class lessons to suit the learning needs of the pupil. Core subjects are avoided, lessons missed are kept to a minimum & both pupils and parents are consulted with when making arrangements. For example, a Non-Latin lesson will be targeted where appropriate.	
There is accurate systematic recording of the provision of pupils with SEN e.g provision mapping		Y			The SEN List summarises individual pupil SEN provision. The ILAS summarises the nature of the SEN & the focus & level of Learning Support.	An SEN provision map needs to be compiled & is included in the SEN Development Plan.
IEPs have well defined, quantifiable targets and reviews have a sharp focus on learning and teaching			Y		IEPs & their uses have been further developed. Assessment for learning is now an integral part of their use, whereby qualitative & quantitative progress notes are made & inform target setting, teaching & learning.	The current IEP format is under review, with a view to making it more effective in achieving its purpose.
All Staff are appropriately trained to meet the needs of the pupils they work with				Y	The range of SEN needs identified fall within the training & capability of all teaching staff.	
Pupils and parents understand the targets that have been set and feel fully involved as partners in the assessment process			Y		Pupils are part of the process at the time of planning & review & parents are informed at Parents' Evenings & when meetings/communications occur.	Parents could be involved in the process more so & their practical support encouraged more consistently. A draft copy of the IEP could be provided systematically for comment & a dialogue promoted at the stage of planning. Consistency in this is to be pursued.
External agencies and support services make effective contributions to assessment				Y	When external support professionals have been consulted, findings preceding this are analysed, included in ILAS documentation, which is then updated & disseminated, as informs Learning Support provision and curriculum teaching & learning.	

**KEY QUESTION 3** How well do learning experiences meet the needs and interests of learners with SEN?

STATEMENT:	Focusing	Developing	Establishing	Established	SOURCE OF EVIDENCE/ EVALUATION	ACTION / DEVELOPMENT
All pupils including those with SEN have equal access to a broad and balanced curriculum including Desirable Outcomes and NC at appropriate phases				Y	Pupils with SEN have the same access to the curriculum as those without SEN. Expectations are based on ability & potential & are not limited due to learning difficulties identified. It might be thought appropriate to timetable Learning Support during Latin (a common example) and some pupils without SEN also opt out of this subject.	
Where there is a disapplication suitable alternative provision is made				Y	Pupils disapplied from Latin either receive Learning Support at this time or attend a 'Non-Latin' class in which extra Maths is taught or individual study is supported.	
There are arrangements in place to ensure that pupils with disabilities are not treated less favourably			Y		The ILAS system informs so that equal opportunity is achieved. Learning difficulties and/or disabilities are also assessed on a case by case basis, so that supportive arrangements can be made & implemented. A recent example of such provision is the marking out of doorways in areas that a visually impaired Year 3 pupil needs access to.	
The way in which information is relayed takes account of the needs of those with disabilities			Y		Information is relayed in various forms. ILAS folders are offered annually & new & updated ILASs disseminated thereafter. Pupils are discussed in regular meetings & minutes are then available for those not present.	Further checks need to be developed to ensure that information shared is received and implemented as intended. Further lesson observations need to be timetabled with this particular focus + Heads of Subject observations & Appraisal will need to feature this focus more so.
Pupils with SEN participate fully in the life and the work of the school and the wider community				Y	Pupils with SEN have the same opportunities to participate fully in the life & work of the school. Support can be provided & strategies developed to compensate for learning difficulties, whereby opportunities are not limited due to SEN.	
Appropriate emphasis is given to basic and key skills				Y	Subject timetable allocations were reviewed to inform a revised timetable for 2009/2010. Core subjects have been awarded an increased allocation, as will benefit the teaching & learning of basic & key skills. This in turn will benefit pupils with SEN, alongside other support	

					systems available & in place.	
<b>KEY QUESTION 4</b> How well are learners with SEN cared for, guided and supported?						
<b>• STATEMENT:</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Established</b>	<b>SOURCE OF EVIDENCE/ EVALUATION</b>	<b>ACTION / DEVELOPMENT</b>
All teachers are inclusive				Y	Teachers recognise & implement their duty to ensure that pupils with SEN have the same opportunities to participate fully in the life & work of the school.	
Appropriate additional provision is made for all pupils at all levels of School Action			Y		School Action includes the additional provision of Learning Support, as will have been identified as necessary and beneficial. The quality of this Learning Support is thought to be excellent.	The efficient assessment of pupils who have been highlighted as being of some concern is an ongoing aim. Whilst current efficiency of response is reasonable, the aim is to reduce time taken to assess & implement appropriate measures.
Parents are fully involved. E.g. They are informed when their child is identified as having SEN and are involved thereon in IEP reviews.				Y	Parents are informed when the need for a SENCo assessment is established. They are involved from this stage onwards, meetings are held to present findings & in some cases to suggest the implementation of Learning Support.	Parent involvement in IEP reviews is an area for further development. Pupils are involved & parents are currently offered a copy of the IEP (& ILAS). Further collaboration here would benefit the pupil & is an item on the development plan.
The school takes account of WAG guidance on SEN ,social inclusion and there is proper regard to the SEN and Disability Act 2001 and the associated Codes of Practice			Y		School policies and practices show proper regard to SENDA. Teaching & learning is achieved using a variety of methods as appropriate and the provision of material is presented in a variety of formats as appropriate.	Physical features of the school buildings present an ongoing challenge concerning accessibility for those with mobility restraints & this is an ongoing consideration.
All pupils who require them have individual education plans				Y	Pupils who receive Learning Support each have an IEP, as compiled by the LS teacher.	
Parents/carers are consulted, informed and made aware that SEN provision is being made for their child				Y	Parents are consulted when the pupil's SEN List status code changes from Monitoring to School Action. SA will involve SENCo analysis & in many cases assessment relative to the concern highlighted. Parents are informed of the need for this & then presented with findings. SEN provision is discussed & agreed to within this process.	

Targets are set to improve the standards of individuals and groups of pupils with SEN			Y		Targets are set concerning individual pupils with SEN.	A fundamental aim is to identify SEN as early as possible, so a target is to require fewer assessments in Years 5 & above, except in the case of new pupils to the school.
The SEN policy complies with CoP and IEP's conform to its requirements.			Y		The current IEP format offers the desired 'road map' that establishes where the pupil is (to include nature & level of SEN), where the pupil needs to go (with support), & how he/she will get there (content of support).	
The SEN policy has a clear section on identification, monitoring and evaluation and liaison with outside agencies				Y	The SEN policy includes the section entitled 'Providing a Graduated Response' in which this information is comprehensive & clear. There is an a 'Graduated Response Chart' in the Appendix for further reference.	The current IEP format is under review, with a view to making it more effective in achieving its purpose.
The SEN list is complete and up to date				Y	The SEN List remains a working document, with information added or removed as efficiently as can be done. A paper copy is provided to staff annually & the current List is accessible on the database for reference thereafter.	
Review and evaluation of IEP's leads to next actions				Y	Learning Support teachers use IEPs as a tool for record keeping (qualitative/anecdotal as well as quantitative), so as to support assessment for learning.	
IEP is revised following receipt of external agency advice including statements.				Y	The pupil's ILAS will incorporate external agency advice, which then informs the IEP, as appropriate.	
Appropriate evidence is sent to LEA for referrals for statutory assessment					This process has been followed, as appropriate. However, it is rare that a pupil's needs necessitate this course of action.	
Staff are aware of which children have statements and their contents					There are no current statements of need. If there were then systems of sharing information, as described, would ensure that this is achieved.	
Annual reviews of statements are held in accordance with CoP and parents are invited					This process has been followed, as appropriate.	
The SENCO conforms to role in CoP: 5.32				Y	All role descriptors listed are conformed with fully, with the exception of 'Contributing to the in-service training of staff', which is featured on the SEN development plan as needing further	Further whole school SEN in-service training opportunities need to be planned for & implemented.

					planning & implementation.	
All staff have access to information, including individual education and behaviour support plans, for the pupils they teach				Y	The ILAS document compiled offers pupil SEN information & is available to all teaching staff.	
<b><u>Reasonable adaptation is made to provide access for those with disabilities according to Disability Discrimination Act</u></b>					<b><u>To consider</u></b>	

**KEY QUESTION 5** How well do leaders and managers evaluate and improve quality and standards?

STATEMENT:	Focusing	Developing	Establishing	Established	SOURCE OF EVIDENCE/ EVALUATION	ACTION / DEVELOPMENT
The SENCO has an appropriate time allocation for monitoring the progress of all pupils with SEN		Y			Given the current & increasing level of need concerning pupils with identified & emerging SEN, the allocation of SENCO time for monitoring progress is not ideal.	An increased allocation of time is not viable at present, whereby the pursuit of increasingly efficient systems is a significant aim.
Senco ensures that all staff, teaching and non-teaching, are informed of approaches to improve standards			Y		Pupil SEN information is disseminated effectively & the ILAS includes appropriate strategies to employ in meeting needs identified, but in-service training needs further planning & implementation with the aim of improving approaches & standards.	Increased planning & implementation of in-service training is a development plan item.
Self evaluation arrangements are established			Y		Pupils are involved in the compilation & review of IEPs & self evaluation is an aspect of this process.	Self evaluation needs to be incorporated more systematically & consistently across the curriculum. Further opportunities for this needs to be found & implemented, as will inform teaching & benefit learning.

**KEY QUESTION 7** How efficient are leaders and managers in using resources?

STATEMENT:	Focusing	Developing	Establishing	Established	SOURCE OF EVIDENCE/ EVALUATION	ACTION / DEVELOPMENT
<b><u>All policies have reference to inclusion</u></b>				<b>Y</b>	<b><u>To confirm</u></b>	
Implementation of the NC Inclusion statement is monitored (for example by the SENCO)			Y		The implementation of inclusion is monitored.	Further lesson observations need to be timetabled with SEN as the agreed focus.
The INSET needs of SENCO & SEN staff identified and met			Y		The SENCo & SEN staff aim to be up-to-date, as is achieved through CPD.	The number of courses attended could be increased & a minimum of one per year exceeded.
The school's delegated budget for SEN is managed effectively, is transparent with a rationale for its allocation			Y		The SENCo manages the SEN/LDD annual budget. SEN staff requests are met & Dept. needs are identified & funded.	Further transparency could be achieved, with aspects of SEN proportionately planned for & spending recorded & analysed.
The SENCO is appropriately experienced and qualified and at least the equal status to subject coordinators				Y	The SENCo is experienced, qualified & a member of the Senior Management Team (SMT).	
The SENCO has the time and the resource to do the job and able to influence policy making			Y		As a member of the SMT, the SENCo has opportunity to influence policy making & the implementation of.	The SENCo's time allocation is influenced by school circumstances. Whilst it is not ideal, it is reasonable.
SEN staff have appropriate experience and qualifications				Y	Members of the SEN teaching staff all have appropriate experience & qualifications, as is listed in the SEN/LDD Handbook.	
There are sufficient suitably qualified or experienced staff for the range of SEN				Y	There are 4 Learning Support Teachers (1 full-time & 3 part time), one of whom specialises in Numeracy for those pupils with possible or diagnosed dyscalculia or who need extra support in this subject.	
Staff are well deployed and managed				Y	Four SEN teaching staff are experienced with pupils across Key Stages 1 to 3, whereby deployment is flexible. The management of SEN staff is thought to be effective.	
<b><u>The school has an 'accessibility plan'</u></b>				<b>Y</b>	<b><u>To confirm stage of</u></b>	

<b><u>The school has a 'Disability Equality Scheme'</u></b>				<b><u>Y</u></b>	<b><u>To confirm stage of</u></b>	
ICT is used effectively to support pupils with SEN			Y		ICT skills are practised and promoted where appropriate.	Voice recognition software is to be further researched & trialled & is an item in the SEN Development Plan.

**SEN/LDD**  
**DEVELOPMENT PLANS**

3 Year; 2009-2012

Aims	Personnel/Methods/Resources	Success Criteria
To further develop <b>remedial provision in Pre-Prep</b> . Whilst Learning Support is available, interim measures need developing.	SENCo/Head of P-P/ P-P Teacher	An identified P-P teacher will have completed appropriate training & be able to provide underachieving pupils with remedial support. & before LS is confirmed as necessary.
To compile an <b>SEN/LDD provision map</b> , which includes more detailed Pre-Prep provision.	SENCo	Comprehensive provision as detailed.
To continue to develop efficient & informative <b>SEN/LDD assessment procedures</b> throughout the school.	SENCo Updated Summary Report Format	Internal assessment/action will follow 'Record of Concern' forms submitted, within 4 weeks.
SENCo to spend more time in colleague's lessons to <b>observe</b> & offer advice concerning pupils with SEN/LDD.	SENCo To request cover if a delay the alternative.	Observations occur as necessary & more frequently, & form part of assessment/action.
To develop more efficient and effective <b>tracking of pupils'</b> (with SEN/LDD) progress.	SENCo + SEN/LDD Teachers Format & use of IEPs	IEPs will incorporate formative assessment notes & act as working documents in addition to planning formats.
To support the development of more efficient & effective <b>monitoring procedures</b> throughout the school.	SENCo/Directors of Study SEN List includes <i>all</i> pupils as a safeguard. Pupils underachieving or underperforming highlighted through exam/assessment data analysis.	SEN List supports data available for analysis. Pupils highlighted will be fewer in number further up the school, given efficiency of early identification/action. Pupils highlighted will be monitored by all concerned & a 'Record of Concern' submitted if necessary.
To revise the current <b>IEP format</b> , with the aim being to make it more effective in achieving its purpose.	SENCo/LS Teachers	The revised format will enable its use as a working document, to further inform assessment & planning.
To involve <b>parents in the IEP process</b> more so.		Parents' will be fully informed of IEP content & their practical support encouraged & guided more effectively.
To further develop <b>target setting</b> achieved between subject teachers & pupils & to incorporate these (as appropriate) in LS IEPs.	SENCo/LS Teachers/ Subject Teachers.	LS Teachers will have closer & regular correspondence with subject teachers in addition to core subjects.
To plan & implement further <b>whole school SEN in-service training</b> opportunities.	SENCo	Whole school training will advance knowledge, understanding & practice concerning aspects of teaching pupils with SEN/LDD.
To update and further develop the school's <b>data base system</b> with information on current pupils with SEN/LDD.	SENCo + SEN/LDD Teachers. To place data into 'PASS'.	Colleagues will refer to 'PASS' for SEN/LDD information, as well as 'Academic > SEN'.

Aims	Personnel/Methods/Resources	Success Criteria
To add <b>attendance data</b> onto the SEN List & to monitor this in relation to progress made.	SENCo	Whilst attendance is monitored centrally & by individual teachers, an SEN overview will also benefit progress tracking.
To continue to develop a <b>bank of guidance/information</b> sheets to support colleagues in the effective teaching of pupils with SEN/LDD.	SENCo	The bank in place will be up-to-date & referred to promptly by colleagues when information is needed.
To establish more reliable and rigid <b>assessment procedures for prospective</b> Extra English/ <b>ESOL pupils</b> .	SENCo/ESOL Teacher/ Admissions Officer. To research procedures used elsewhere.	The Admission Procedure will incorporate improved & specific data collecting, which will inform level of ability, suitability & support needs.
To promote the establishment of a <b>Summer induction course</b> every late August for new overseas pupils entering the school.	SENCo/ESOL Teacher/ Admissions Officer. To research viability & to develop course programme.	New overseas pupils will benefit from the induction experience. They will be familiar with the school setting prior to the start of term & their improved English will enhance access to the curriculum.
To compile a <b>parent resource/document</b> relating to SEN/LDD, to include Department information, guidance, advice, strategies, etc.	SENCo To research formats & to compile gradually.	Parents who are introduced to the SEN/LDD Department will benefit from this informative document, as well as having easy access to Department staff.
To compile a ' <b>SENCo Management File</b> '.	SENCo To include & compile sections itemised, as advised by Consultant Inspector.	This file will offer information pertaining to all aspects of SEN/LDD Management, for the benefit of any interested parties & for handover purposes as & when.
To compose an <b>SEN/LDD feature</b> for a forthcoming edition of the <b>school prospectus</b> .	SENCo + SEN/LDD Teachers.	Androvia readers will be further informed as to the purpose & nature of the Department + its profile/valuable contribution to school will be highlighted.
To promote the appointment of a <b>named Governor</b> of the school with responsibility for SEN/LDD.	SENCo + SMT.	The Department will benefit from the Governor's monitoring & guidance + the purpose & nature of the Department will be better understood & represented.
To introduce the use of <b>voice recognition software</b> for the benefit of pupils with SEN/LDD.	SENCo + SEN/LDD Teachers + Head of ICT.	Pupils with a need for voice recognition software will benefit. Ultimately, they will be enabled to record fully & efficiently, in place of currently inhibiting methods.

## Additional Information to Support Learning

To allow us to monitor the ongoing educational needs of your child, we would be grateful if you could complete this questionnaire and return to the school office. Thank you.

Child's Full Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Is your child left or right handed? \_\_\_\_\_

Was your child premature? \_\_\_\_\_

Did he/she have difficulties crawling/walking/talking? If so please give details.

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Has your child had any hearing difficulties, such as glue ear and/or assessments? If so please give details and outcome.

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Has your child had any speech difficulties and/or assessments? If so please give details.

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Is there any history of spelling or reading delay in the family I.e. brother, sister, parents, grandparents, uncles or aunts?

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Has anyone in the family been diagnosed with dyslexia, a developmental movement difficulty or a speech and language delay?

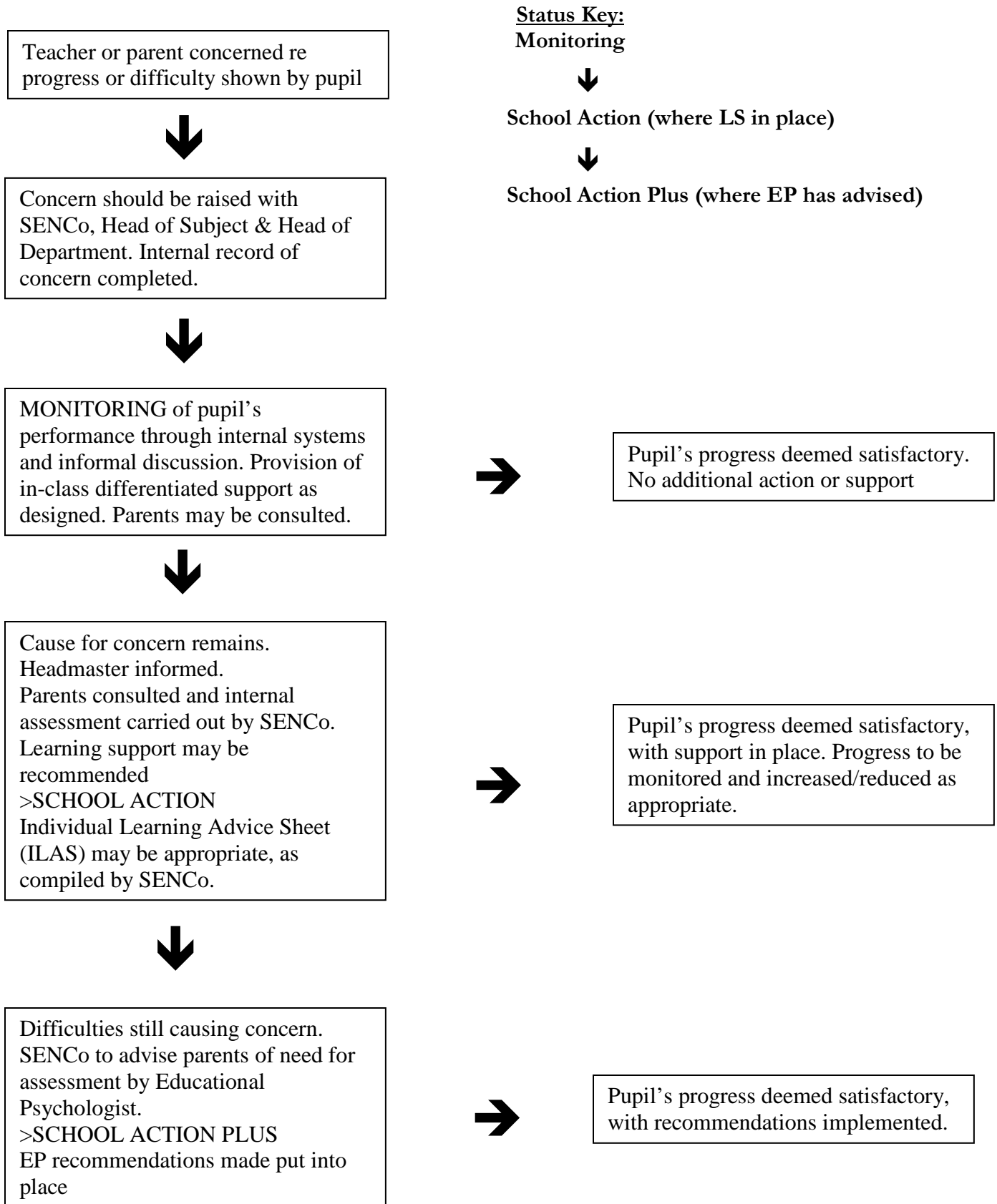
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Signature of Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

## St Andrew's Graduated Response to Meeting the Needs of Pupils with SEN



## St Andrew's School Record of Concern

Name of Pupil:

Date of Birth:

Form:

Date:

Concern raised by:

What is the exact nature of the concern?

Details of particular strengths:

Details of any assessments carried out and their outcome:

How has differentiation been tried/achieved in class and with this pupil?

What other form(s) of support is currently being given in class and to this pupil?

What progress is evident on the part of the pupil?

What further action is necessary?

Signed \_\_\_\_\_

St Andrew's  
**INDIVIDUAL LEARNING ADVICE SHEET (ILAS)**

Name:

D.o.B: **00/00/00**

Form:

Tutor:

Date of ILAS:

Description of Need for \_\_\_\_\_:

Appropriate Teaching/Learning Strategies for \_\_\_\_\_:

Learning Support Teacher:

SENCo: Deborah Shephard

**St Andrew's School**  
**INDIVIDUAL EDUCATION PLAN**

Detailing that which is additional to, or different from, the normal differentiated curriculum

<b>Name:</b>	<b>Support Teacher:</b>	<i>Monitoring School Action School Action Plus Statement</i>	<b>IEP Start Date:</b>	<b>EP Date:</b>
<b>DoB:</b>	<b>Lessons:</b>		<b>IEP Review Date:</b>	<b>Parent Copy Provided:</b>
<b>Tutor Group:</b>		<b>ILAS Date:</b>		
<b><u>PUPIL PROFILE:</u></b> (areas of strength, preferred learning style, areas of weakness, SpLD...)				
<b><u>Learning Targets:</u></b> <b><u>2009/2010</u></b>	<b><u>Main Strategies &amp; Core Resources</u></b>	<b><u>Achievement Criteria</u></b>	<b><u>Specific Learning Objectives – Spring Term 2010</u></b>	
<b><u>Current main focus:</u></b>				
<b><u>Ongoing targets:</u></b>				

**Working Document**

<b><u>Specific Learning Objectives</u></b> <b><u>Spring Term 2010:</u></b>	<b>Programme of Study</b>	<b>Review by or at _____</b>
<b><u>Regular Challenges:</u></b>		
<b><u>Current main focus:</u></b>		
<b><u>Ongoing Targets</u></b>		

**Tuition Rates from 1st September 2011**

As from **1st September 2011** the tuition rates will be as follows:

	<u>Parent Charge</u> £	<u>Teaching Rate</u> £
<b>30 minutes</b>		
Individual	18.90	13.58
Pairs	14.88	19.91
Groups 3 – 6	11.18	19.91
<b>35 minutes</b>		
Individual	22.06	15.85
Pairs	17.38	23.23
Groups 3 - 6	13.05	23.23
<b>60 minutes</b>		
Individual	37.82	27.18
Pairs	29.79	39.82
Groups 3 - 6	22.37	39.82

Author(s):	Deborah Shephard
Date:	January 2010
Review Frequency:	Yearly
Review Date:	January 2011
Authorised by resolution of the Governing Body Representative:	Signature ..... <i>Andrew Robinson</i> ..... Name ..... <i>ANDREW ROBINSON</i> ..... Date ..... <i>14/12/11</i> .....