



CATERHAM PREPARATORY SCHOOL

SEN (Special Educational Needs) and LDD (Learning Difficulties and/or Disabilities) POLICY

PHILOSOPHY AND AIMS

Caterham School seeks to be one of the country's finest co-educational schools, providing an education for life in a caring environment based upon Christian values.

We are a school with a strong Christian ethos, providing a sound foundation for boys and girls in a warm and friendly environment. We aim to maintain a high academic standard but also to encourage pupils to make the most of all the opportunities open to them in other areas of school life.

We believe in helping pupils to become balanced and interesting people, with the intellectual freedom to be creative, the confidence to initiate and the resilience to cope with adversity.

This policy has been written in conjunction with the Early Years SEN/ LDD Policy.

All children come to school with something to offer. Our aim is to enable each and every child to achieve his or her full potential.

"All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility".

Para 5.2 SEN Code of Practice 2001

Current Staff

- Headmaster - Mr Howard Tuckett
- Head of Pre Prep / Early Years Coordinator - Mrs Kathy Shearman
- Director of Studies - Mr. Paul Groves
- Key Stage One Coordinator – Mrs Eithne Webster
- SENCO - Ms Linda Woodhouse
- Dedicated Teaching Assistant – Mrs Katie Watson (funded by Surrey CC Education Department (15 points) to assist one pupil who has a Statement for SCD)

Organisation of the SEN/ LDD Department

Caterham Preparatory School has one SENCO member of staff and one dedicated SCD Teaching Assistant. The SENCO's timetable is governed by the individual needs of the pupils, staff and outside agencies, and fulfils the requirements of the role as a whole.

The SENCO with support from the SMT will have responsibility for:

- overseeing the day-to-day operation of the school's SEN/ LDD policy;

- coordinating provision for pupils with SEN/ LDD, which includes close liaison with the English and Maths Departments (in particular) and may take the form of small group work (both, in-class and withdrawal) and individual 1:1 support;
- liaising with and advising fellow teachers;
- managing **dedicated** Teaching Assistants;
- overseeing pupils with SEN/ LDD via their **Records of Concern**;
- co-ordinating the writing of **Personalised Learning Plans** through liaison with the relevant teachers;
- liaising with parents of pupils with SEN/ LDD;
- contributing to the in-service training of staff;
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Definition of Special Educational Needs and Learning Difficulty and/ or Disability

Pupils have a special educational need if they are aged 5 to 16 and have a 'Statement' of SEN in place.

Pupils are classified as having a learning difficulties and/or disabilities if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age;
- have a disability that prevents or hinders them from making use of educational facilities, of a kind generally provided for pupils of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definition above, or would so do if special educational provision was not made for them.

Pupils 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.

SEN/ LDD provision means:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area;

(b) for children under two, educational provision of any kind.

This SEN/ LDD policy details how this school does its best to ensure that the necessary provision is made for all pupils who have SEN/ LDD; and that those needs are met by all staff that are likely to teach them. The school will do its best to ensure that practitioners in the school are able to identify and provide for those pupils who have SEN/ LDD; and ensure that they are provided for in all lessons and activities alongside their peers as far as is practically possible.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with SEN/ LDD and ensure that parents are notified of a decision by the school that 'additional' provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN/ LDD to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEN/LDD will be treated as partners and play an active and valued role in their children's education.

Children and young people with SEN/ LDD often have a unique knowledge of their own needs. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Here at Caterham Prep School we have higher expectations of our pupils' levels of attainment than the National norm. We have therefore adopted our own criteria for teaching, assessing, monitoring, evaluating and reviewing pupils' progress and attainment. Suffice to say that many of our 'concerns' would disappear within the context of a regular maintained school.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects fall significantly outside the **Caterham Prep School** expected range may have SEN/ LDD. Provision for pupils with SEN/ LDD is a matter for the school as a whole.

The School will assess each pupil's current levels of attainment (using CAT3, GL standardised testing, classroom assessment and teacher expertise) in order to ensure that they build upon the pattern of learning and experience already established. All pupils' individual scores from CAT3 and GL tests can be found on S:/Prep Staff/ School Data/→year/ test title. Due regard will be given to any perceived or identified SEN/ LDD from the early years setting.

The identification and assessment of the SEN/ LDD of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance. This will establish whether the problems they have in the classroom are due to limitations in their command of the English language, or arise from SEN/ LDD.

In order to help pupils who have SEN/ LDD, the school adopts a **graduated response**, which recognises there is a continuum of 'need'. It may then bring in increasing amounts of specialist expertise to ameliorate the difficulties that a pupil may be experiencing. The school records the steps taken to meet the needs of individual pupils and a personalised learning plan, where appropriate written by the relevant teachers. If the school refers a pupil for a statutory assessment, it should provide the LEA with a record of their work, including evidence of the arrangements they have already put in place.

Monitoring Pupil's Progress

The school's system for observing and assessing the progress of individual pupils provides information about areas of learning where a pupil not progressing satisfactorily. In the first instance, any perceived difficulty can be logged as a **Monitor Level** using a **Record of Concern** sheet (see copy at the end).

Record of Concern

The Record of Concern sheet is a one-page 'snapshot' of the pupil and their perceived SEN/ LDD need. It charts the pupil as it moves between the SEN/ LDD 'stages' of Monitor ↔ School Action ↔ School Action Plus ↔ Statement. The Record of Concern can be completed by any member of staff and then formalised by the SENCO and stored initially in a folder in both the Prep and Preprep staffrooms. At present we are in the process of making this information available electronically to staff on the shared area.

Monitor Level

The National SEN Code of Practice does **not** recognise our Monitor Level. At Caterham Prep School the Monitor Level is used by staff to alert the SENCO in particular, and all staff in general, to the fact that a pupil is 'under the spotlight' for the reasons stated on the form. Once a Monitor Level Record of

Concern form has been completed, discussion between the SENCO and teachers may lead to the conclusion that the pupil requires support, over and above that which is normally available within the particular class or subject; and **'action'** should then be taken.

The key test for 'action' is evidence that the pupil's current rate of progress is significantly behind that which is expected. Adequate progress can be defined in a number of ways. It might be progress that:

- closes the attainment gap between the pupil their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the pupil's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the pupil's behaviour.

School Action Level

When a class teacher or the SENCO identifies a pupil with SEN/ LDD, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called **School Action**. The triggers for intervention through School Action will be concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the school's rewards and sanctions system;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the pupil. Where these professionals have not already been working with the school staff, the SENCO may contact them with the parental agreement. The SENCO will support the further assessment of the pupil; assisting in planning future support for them in discussion with colleagues; and monitoring the action taken. The pupil's class teacher will remain responsible for working with the pupil on a daily basis and for planning and delivering a personalised learning programme/plan (*Caterham School's version of I.E.P's*). Parents will always be consulted and kept informed of the action taken to help the pupil, and of the outcome of this action.

Nature of Intervention

The SENCO and the pupil's teacher will decide on the action needed to help the pupil to progress in the light of their earlier assessment. This may include:

- different learning materials (such as phonic flashcards, games and ICT software) or special equipment (such as laptop use);
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LEA support services for one-off or occasional advice on strategies or equipment.

School Action Plus Level

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents. At **School Action Plus** external support services become involved and will usually see the pupil so that they can advise teachers on appropriate targets and accompanying strategies; this may lead to the writing of a PLP; provide more specialist assessments to inform planning and the measurement of a pupil's progress; give advice on the use of new or specialist strategies or materials; and in some cases provide support for particular activities. The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the pupil:

- continues to make little or no progress in specific areas over a long period;
- continues working at curriculum levels substantially below that expected of pupils of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Where the school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the pupil directly. The resulting PLP for the pupil will set out fresh strategies for supporting the pupil's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PLP continues to be the responsibility of the class teacher.

Personalised Learning Plans (PLP's)

Strategies employed to enable the pupil to progress may be recorded within a PLP. The PLP will include information about:

- the short-term targets set for the pupil;

- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when the PLP is reviewed).

The PLP will only record that which is significantly different from the differentiated curriculum already in place and will focus upon three or four individual targets that match the pupil's needs and have been discussed with the pupil and the parents. The PLP will be reviewed at least twice a year and parents' views on their child's progress will be sought.

Request for a Statutory Assessment

Where a request for a statutory assessment is made by the school to an LEA, the pupil will have demonstrated significant cause for concern. The LEA will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's 'needs' and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus. This information may include:

- PLP's for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health including the pupil's medical history where relevant;
- National Curriculum levels attainments in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the pupil;
- involvement of other professionals such as health, social services or education welfare services.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the pupil's school and, as appropriate, other agencies, as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the LEA's attention as possibly requiring an assessment through a request by the pupil's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the pupil's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the pupil's special educational needs is such as to require the LEA to determine the pupil's special educational provision through a statement.

A Statement of Special Educational Needs will include details of:

- the pupil's name, address and date of birth;
- all of the pupil's special needs;
- the special educational provision necessary to meet the pupil's special educational needs;
- the type and name of the school where the provision is to be made;
- relevant non-educational needs of the pupil;
- information on non-educational provision;

All pupils with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents and pupil, and include targets identified in the statement of educational need. These targets will be set out in a PLP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the PLP will continue to be the responsibility of the class teacher.

Annual Review of a Statement of Special Educational Needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and any professionals involved should be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the pupil has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the pupil will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate PLP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Departmental Resources

There is a wealth of reference materials, additional teaching resources and some software stored in the SEN room. Staff liaise with the SENCO for guidance, additional information and supplementary resources.

Every Child Matters

This policy is written in accordance with the five ECM outcomes.

Equal Opportunities

Every pupil is treated equally in trying to meet their individual needs.

Health and Safety

The School's Health and Safety Policies are adhered to.

SEN Policy Monitoring and Review

This Policy is reviewed annually in consultation with the Caterham Preparatory School Senior Management Team.

December 2009

L. Woodhouse

Additional paperwork to accompany this policy:

- Preparatory Level SEN/ LDD Policy
- Example Initial Notification of a Concern Sheet
- Example Record of Concern Sheet
- Example Personalised Learning Plan