



SPECIAL EDUCATIONAL NEEDS POLICY
ALTRINCHAM PREPARATORY SCHOOL
KS1 and KS2

This policy details how we manage Special Educational Needs (SEN) at APS. It has been drawn up in accordance with the SEN Code of Practice (September 2014).

Children are defined as having SEN if they have:

- a) significantly greater difficulty in learning than the majority of children of the same age;
- b) a disability that 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.

We believe in inclusion and seek to provide a broad, balanced and differentiated curriculum that provides equal opportunities for all regardless of race, colour, creed or disability. Our ethos is that each boy is valued as an individual and is able to make a positive contribution to school life so that they grow in confidence and develop a positive self-image. We welcome every boy who can make the most of the opportunities that we offer and can flourish in the caring environment of Altrincham Preparatory School (APS). Treating every child as an individual is important to us and we welcome pupils with special educational needs, as long as our Learning Support Department can provide them with the support they require. We do not however have the facilities to offer highly specialised and intensive intervention.

On entry

The school's selection policy is described in its prospectus. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. We ask all parents to be open and frank when completing admission documents giving details of each child's background. We advise parents of boys with special educational needs to discuss their son's requirements with the Head Master before he attends our assessment day so that we can make adequate provision for him. Parents should provide a copy of an educational psychologist's report or a medical report if relevant. We can thus discuss with parents before the boy comes to school how best we can address any existing needs. Each pupil with a special educational need requires individual consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can be reasonably made for their son once they have accepted the offer of a place and before he becomes a pupil at the school.

Our Learning Support Department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty in the following areas:-

Dyslexia / Dyspraxia
Speech and Language difficulties
Asperger's Syndrome

We also have a qualified EAL teacher.

The SENCO attends regular external training in order to remain current with the latest developments to update her duties and skills.

Aims

We aim to provide a broad, balanced, relevant and differentiated curriculum enabling all boys to reach their full potential.

Objectives

To

- give all boys access to the whole curriculum
- plan for differing abilities
- pace work enabling each boy to achieve
- provide specific intervention, if required

Special Needs Personnel

SENCO Mrs. Esther McNally BA (Hons) PGCE Dip Ed Spld AMBDA

Support Staff Marlborough Road:-

Ms Nicola Giles HLTA Level 3

Miss Monica Wozniak HLTA Level 2

Miss Kathryn Ryder BA (Hons) TESOL Cert

Mrs Margaret Schofield BEd Dip Ed SpLd

Support Staff Highbury:-

Mrs Natalie Cooper BA (Hons) QTS

Facilities and Equipment

To comply with the Disabilities Discrimination Act the school provides for boys with disabilities in the following ways.

- lift and ramps (M Road)
- disabled toilet and shower in pavilion (M Road)
- the school has a contingency fund to provide any aids that may be required (e.g. voice enhancement equipment, laptops, magnifying equipment, etc.)

IEPs and the SEN register are filed with the SENCO at the Junior site.

THE ROLE OF THE SUPPORT TEACHING WITHIN THE SCHOOL'S CURRICULUM

Support teaching at APS is directed towards those boys who have specific learning difficulties, e.g. dyslexia, or who require specialist input in order to overcome a particular learning problem they may be experiencing. We do not cater specifically for boys whose second language is English but can offer advice about language support and provide access to a qualified TESOL teacher within school. Support teaching at APS is not designed for boys who are troublesome or unwilling to do

their best though it is recognised that aberrant behaviour patterns may suggest that a boy is experiencing problems accessing the curriculum appropriately.

Identification of Special Needs

If a class teacher has a concern about a boy in his/her class whom he/she feels requires assessment he/she will speak with the SENCO about his/her concern and complete a pupil referral form. This concern can arise as a result of the teacher's own observation, from information transferred from the previous class teacher and other teachers or from dialogue with parents. The form teacher will ask permission from the parents for the SENCO to carry out the appropriate tests and prepare a report for the class teacher and the Head Master. The parents will then be invited to discuss the report with the SENCO, the class teacher and the Head Master (where appropriate) to determine the best course of action in supporting the needs of their son.

Support Provision

Each class teacher holds a record of his/her support pupils with achievable targets which are drawn up in discussion with the SENCO, the pupil and his parents. These are reviewed at the start of every term. He/she will also draw up a provision map for his/her support pupils outlining the relevant support provided for each boy.

In addition the SENCO and support team will prepare an Individual Education Plan for any child who receives individual support for English or Maths, as well as group support.

The IEP will be reviewed each term until such time as the boy no longer requires individual support lessons.

At this point it may be appropriate to consider the whole academic programme to which the boy is exposed. It may be that limiting its extent as well as suitably adjusting our expectation and demands may be a propitious course of action. Parents would need to know how this will affect their, and their son's, choice of secondary school should this course of action be taken.

If the assessments suggest that it is not necessary for a boy to join Support Group lessons a record of concern will be kept by the SENCO and will be reviewed as appropriate, in consultation with the class teacher, until there is no longer cause for concern.

Liaising with Parents

At KS1 and KS2 there are three formal parents' evenings and two written reports per year. However, parents are welcome to speak informally with their son's teacher, or the SENCO, before or after school. Alternatively, parents may make a formal appointment at any time. Similarly, the teacher will consult with parents if she/he feels there is a problem that needs addressing and will not wait for a formal parents' evening.

Parents have the right to disagree with our assessment and so override our conclusions. If this happens a record must be made of their decision and that they have taken this decision against our advice.

Time Scales for Assessment and the Setting up and Review of the Individual Education Plans:

A class teacher may refer a boy to the SENCO at any time during the year.

The timing in the scheme below refers to our expected norm. Should a boy be referred to the SENCO during the year an appropriate time scale is to be invoked with the boy fitting into the normal pattern as quickly as is possible.

The first and the last week of each term

During this time the SENCO will not always be expected to teach. She will assess any boys directed to her (if additional time is needed arrangements will be made to ensure that it is given) and prepare the reports as well as carry out any reviews deemed necessary. Once the report is compiled the meetings which need to follow will take place as soon as possible - talking to parents may require greater time - so that the teaching can commence and the boy's needs be addressed. During this time the Individual Education Plans can be reviewed and updated. At this time the SENCO will meet with each class teacher to draw up their support provision plan and set targets for each support pupil in his/her class.

The SENCO's timetable is to be drawn up so that all boys receive appropriate time (given the constraints imposed by numbers, availability and time missed from class).

Communication between class teacher and SENCO

The class teacher and SENCO will meet regularly to discuss an individual boy's progress and at the beginning of each academic year to discuss the transition from one class to the next. The SENCO will be available to advise classroom assistants, when necessary, on how best to support children with SEN in the classroom. Communication and working in partnership is vital, along with parental involvement and responsibility. Wherever possible the boy is included in making decisions about his support programme.

Staff Training

All staff (including teaching and support staff) are given regular annual training on working with SEND by the SENCO. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

School Behaviour and Discipline

The school takes pride in its well developed system of pastoral care for social interaction amongst pupils. All pupils, [from the youngest in the nursery upwards] are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of

respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

Access to the curriculum

Class teachers are responsible for differentiating work, thus enabling all boys, including those with special needs, to access the curriculum. A variety of teaching styles is used to take into account boys' differing learning styles.

If any boy experiences difficulty and cannot access an activity the staff involved will ask the advice of the SENCO.

Some boys are withdrawn in order to receive specific individual intervention. This work is detailed on the boy's IEP where necessary. Usually this will take place during assembly or group reading sessions, however, if he is removed from other areas of the curriculum every effort will be made to ensure that he does not miss the same subject each week.

Arrangements for inclusion

Inclusion is an integral part of school policy and every effort is made to include all boys in the curriculum and school activities. Staff will monitor each boy's progress through the school and produce regular written reports. They will advise parents if they have any concern about their son's progress but do not undertake to diagnose dyslexia or other specific conditions. The school, at the parents' expense, can arrange a formal assessment, carried out by an educational psychologist or another SEN specialist teacher. Parents may be asked to withdraw their son from school without being charged fees in lieu of notice if, in the opinion of the Head, the school cannot provide adequately for their son's special educational needs.

Pupils with Health and Education Plans and carers.

Pupils with statements from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced CRB check arranged by the school and complies with the child protection regulations in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

School Examinations

If the class teacher and SENCO consider that help should be given in an examination (e.g. extra time) then the nature of the help will be recorded on the paper and discussed with parents at the next parents' evening.

Transition

The SENCO will be responsible for passing on to secondary schools any relevant records and will be available for meetings with SENCOs from these schools.

Physical Accessibility

We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the schools Accessibility Plan and Disability Policy from the web-site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents, staff and visitors.

Other Adjustments

We are able, depending on need, to arrange for children to use laptop computers in class.

English as an additional language

In order to cope with the academic and social demands of school, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive group or individual tuition in English as an additional language with a suitably qualified teacher. There may be an additional charge incurred for individual specialist support.

Charging Policy

Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case-by-case basis, on the basis of what is reasonable.

Specialist learning support lessons are charged as an extra at the rate of £30 per hour. In some circumstances additional teaching assistant in class support may be recommended at a cost of £10 per hour. The charge for individual tuition in English as an additional language is £30 per hour. The charge for a small group Language Enrichment lesson is £27.

Evaluation of the Special Needs Policy and Provision

The policy is reviewed annually at the beginning of each academic year as part of the School Development Plan and reported to the Governors.

The Role of Parents

Parents are encouraged to support their son's learning and to contact the class teacher if they have any concerns or issues. Class teachers will inform parents if they feel their son needs extra support to help him access the curriculum (see Identification of Special Needs).

Complaints

The school naturally hopes that a parent will not feel that they have cause to complain. Any complaints about the provision of SEN support should initially be addressed to the class teacher. The SENCO may then be consulted and should this fail to resolve the situation the complaint will be referred to the Headmaster.

Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Needs and Disability) if they believe that their son has been discriminated against.

Links

Maureen Fraser (Speech and Language Therapist)

Jean Oldbury (Ophthalmologist)

Suzie Mitchell (Educational Psychologist)

Margaret Schofield (SEN specialist teacher)

Kathryn Ryder (Currently studying for MEd in SpLD and qualified EAL teacher)

This policy was compiled by Esther McNally (SENCo)

Its implementation is the responsibility of all teaching staff.

It will be monitored for its effectiveness by the Head Master on behalf of the Governors.

This policy is scheduled for review annually, or before if deemed necessary.

Date Written/ Reviewed: 27TH August 2015

Date to be reviewed: September 2016