



*This policy applies to all pupils at Town Close House including those in EYFS.*

## SEN AND LEARNING DIFFICULTIES POLICY

### **SUMMARY STATEMENT**

At Town Close House School we firmly believe that all children should enjoy full access to the curriculum and should be given the appropriate support to reach their full potential.

The aim of the Learning Support Department is to provide support to staff, pupils and parents in order to identify children's strengths and needs and address them appropriately.

### **ADMISSIONS AND SPECIAL NEEDS**

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Town Close House School. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with special educational needs to discuss their child's requirements with Headmaster so that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements. Only in the case of Early Years Foundation Stage children do we follow the 'Special Educational Needs Code of Practice'. (DfES Nov 2001) and ensure training in CAF procedures.

### **ON ENTRY**

Each pupil with a special educational need requires special 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 reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school. In regard to a medical need a Care Plan **must** be in place **before** the child starts at Town Close House School. In

exceptional circumstances parents may be asked to stay on site until a Care Plan has been received.

Our Learning Support Department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty.

### **MONITORING AND REVIEW**

We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer specialist one to one lessons and help with study skills outside the normal curriculum. We work closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present.

### **SPECIALIST PROVISION**

We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support.

#### **Prep Department**

- Class and subject teachers are advised of any extra assistance or requirements the pupils may have, which can be dealt with within a class situation, with or without the aid of the Head of Learning Support or the Specialist Support tutor. This is regularly updated on the school intranet.
- We offer specialist one-to-one lessons and help with study skills outside the normal curriculum. These take place in the Learning Support room.
- We offer small group work for particular difficulties, following a Group Education Plan.
- We offer a computer-based programme for identified children to work through, assisting with difficulties in Literacy. This programme is called 'Lexia'. Children in the Prep department are offered two sessions a week for this purpose.
- Some pupils receive in-class support from Specialist staff or Gap students.
- Pupils receive support from visiting specialists, according to their needs.
- We work closely with the child and his/her parents, to help him/her overcome the barriers that his/her difficulties present.
- Following a referral to and an assessment by the County Speech and Language Therapist, a targeted programme may be offered to the child which is then carried out by the Learning Support Department.

#### **Pre-Prep Department**

- We work alongside the class teachers in the Pre-Prep department, using a process of planned long observations to inform us of any potential difficulties.
- We provide strategies and information for the class teacher to assist them in their daily work with the children.
- We offer small group work for particular difficulties identified by the class teachers.
- Pupils receive support from visiting specialists, according to their needs.

- We work closely with the child and his/her parents, to help him/her overcome the barriers that his/her difficulties present.
- Following a referral to and an assessment by the County Speech and Language Therapist, a targeted programme may be offered to the child which is then carried out by the Learning Support Department.

Our Learning Support Department will prepare an Individual Education Plan or Group Education Plan for each child setting achievable targets. As appropriate, the child, together with his/her parents and teachers reviews the plan regularly, and the child is encouraged to take ownership of it and to help set his/her own targets. Subject teachers are encouraged to enter into a dialogue with these children about their particular needs.

## **IDENTIFICATION AND ASSESSMENT**

Information is gathered from:

- Pre-entry visits and assessments and re-call visits if required
- Previous school reports if applicable
- Any appropriate reports from outside agencies
- Parental reports/discussions
- Class and subject teachers' observations and records
- Baseline assessments, NVR and VR scores, reading and spelling scores, Foundation Stage Profile scores

## **MONITORING PROCEDURE**

### **Stage 1**

- Class/subject teacher expresses concern to Head of Learning Support or Specialist tutor. In the Pre-Prep class teachers raise concerns with Deputy Head of Pre-Prep and these are raised with Head of Learning Support at their weekly meeting.
- Observations are made, information gathered of appropriately differentiated work and any staff comments.
- Inform parents if assessment is to be made or meet with parents to express initial concerns.

### **Stage 2**

- Assessment completed by qualified member of Learning Support Department.
- Decision made, with regard to the assessment and other information, on the nature of support necessary to meet the child's needs.
- A report is written based on assessments and information gathered. This is sent to parents and relevant staff.
- Meeting with parents and relevant staff where the report is discussed.
- If appropriate, discussion with the child to inform them of the outcome of the assessments. Child given the opportunity to ask questions.

## **SUPPORT SERVICES**

At present we can offer support from:

- Educational Psychologist
- Speech and Language Therapist
- Family solutions
- Mears-Irlen trained Optician
- Webster-Stratton Parenting guidance
- Clare Lord Educational Consultant
- Infant Mental Health Service (Pre Prep) and CAMHS (Prep)

## **PHYSICAL ACCESSIBILITY**

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Town Close House School's 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 and visitors.

## **OTHER ADJUSTMENTS**

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

## **ENGLISH AS A SECOND LANGUAGE**

In order to cope with the academic and social demands of Town Close House School, pupils must be fluent English speakers. We are able to offer support to children whose first language at home is not English.

## **STAFF TRAINING**

All teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

## **CHARGING POLICY**

Our charges for individual tuition are £15 for 35 minutes. Parents are invoiced at the end of each term.

Last Reviewed  
Next Review

December 2010  
December 2011

## **Procedure for staff with concerns about children in their EYFS or Key Stage One class**

- Initially staff should make and record observations of the child.
- Staff should share their concerns with JP (SEN) for EYFS.
- JP has weekly meetings with Head of Learning Support and will raise staff concerns at this meeting.
- JP will observe the child.
- JP will share observations with staff and Head of Learning Support.
- If appropriate, staff will liaise with Head of Learning Support to draw up an IEP or IBP, or play plan in Nursery.
- Parents will be invited in for a meeting to discuss school concerns. This meeting will normally be with parents, class teacher, JP and Head of Learning Support.
- The child will be recorded on SEN Register if he/she is receiving anything different or in addition to the rest of the class.
- There will be regular reviews.