

Contact: Bridget Norton

Finton House School
Special Educational Needs/ Learning Difficulties and Disabilities Policy

This policy is provided to all staff in the Staff Handbook, is available from the school office and is kept in the Library.

Definition

At Finton House School, the children with special educational needs or a learning difficulty and/or disabilities are provided with a safe, happy and positive environment in which to grow, develop and learn. They have equal access to a wide range of learning resources, which are used to enhance their successes and progress.

Mission Statement

Finton House allows all children the basic right to share in the whole curriculum. This is achieved by ensuring all needs are met. We want to ensure that a caring and educationally appropriate environment is provided for the children who find learning more difficult or who have a specific disability, which affects their learning. Children with exceptional abilities are also identified and provided with a stimulating and challenging environment in which to learn and develop.

All the children with special educational needs (SEN)/learning difficulty and or disability (LDD) are treated positively by the staff and are always encouraged in every aspect of their learning. Where appropriate an assistant provides support. The children with SEN/LDD will either work as part of the class, in a group or on a one to one basis depending on their needs and the nature and content of the lesson. The class teacher, SENCO (Special Educational Needs Co-ordinator) or LSCO (Learning Support Co-ordinator for LDD children) and the assistants work closely together to plan the differentiated work. The material produced is in line with the children's needs and abilities and we aim for each child to work as part of the class or group as much as possible.

Aims of the School's SEN/LDD Policy

Finton House adopts a holistic approach towards all of its children with special educational needs. The school provides the children with significant, co-ordinated support from the teaching staff, therapists, members of the special needs team and the assistants, with the aim of giving the children every opportunity to realise their optimum potential; academically, emotionally and socially, within a mainstream setting.

The aims are:

1. We are committed to providing a stimulating inclusive environment, through access and positive staff attitudes removing, where possible, barriers to learning. All staff will be aware of children who have SEN/LDD and of the nature of their needs.
2. We believe in listening to the child and involving them in their learning.
3. We ensure that children on the SEN/LDD list receive a broad, balanced and relevant curriculum through differentiated planning, teaching and learning. The work is accessible for the less able children and challenging for the exceptionally able.
4. We identify and assess children with SEN/LDD as early as possible as a result of the concerns of teachers, parents and other relevant bodies. Provision is made for these children as quickly as possible in order to make the child more responsive to their learning environment. For those that start in Reception and Year One there is an Early Intervention programme.
5. We implement Individual Education Plans (IEPs) in partnership with the parents. Targets are recorded, monitored and reviewed by the class teacher, parents, therapists and assistants. (See School Action and School Action Plus for details.)
6. We are committed to working with other agencies and psychologists. We actively support the establishment and maintenance of close links with all agencies working with the child.
7. We are committed to the continual improvement of our setting to meet the needs of children with special educational needs, through regularly monitoring and evaluating resources, support and training opportunities.
8. We work in true partnership with parents, valuing their views and contributions.

The Head of Special Needs and the Special Needs Co-ordinators (SENCO/LDDCO)

Miss Bridget Norton, Deputy Head is responsible for co-ordinating and running the Department and reporting to the School Governors. She is assisted by Mrs Caroline Wright who is responsible for the co-ordination and delivery of support to children on Special Needs Places (largely statemented children) and Mrs Sally Smart, who is responsible for the co-ordination and managing of children with learning difficulties and/or disabilities.

Arrangements for Co-ordinating Educational Provision for Children with SEN/LDD

- The Governing body of Finton House has similar responsibilities to those outlined under sections 161 and 157 of the 1993 Education Act, Disability Discrimination Act Code of Practice for schools 2002, the amended Special Educational Needs Code of Practice 2002 and Equality Act 2010 Code of Practice.

The Governing Body shall:

- Do its best to secure that provision is made for any child who has SEN/LDD.
- Ensure that where the responsible person, the Head, has been informed by the LEA that a child has SEN, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN/LDD.
- Ensure that the children with SEN/LDD are included in the activities of the school together with all the other children.
- Have regard to the Code of Practice on the Identification and Assessment of SEN 2001, the Disability Discrimination Act Code of Practice for schools 2002 and the Equality Act 2010 Code of Practice.
- Co-operate with the Head to determine the school's general policy and approach to provision for children with SEN/LDD, establish the appropriate staffing and funding arrangements and maintain general oversight of the school's work.
- To have a SEN/LDD Governor and the current Governor is Robert Carlisle, Head of More House and previous Head of the Moat Special School.

The Headteacher in conjunction with the Head of Special Needs & Learning Difficulties and Disabilities will:

- Be the "Responsible Persons".
- Ensure the safeguarding of all SEN/LDD children.
- Work closely with the school's special needs co-ordinators and team.
- Provide termly reports to the governing body on provision for children with special educational needs.
- Carry out annual appraisals of all staff within the department.
- To make sure all meetings with parents are recorded on School Manager.

The Co-ordinators will:

- Have responsibility for the day-to-day management of provision for children with SEN/LDD and the implementation of the school's SEN/LDD policy.
- Work closely with class teachers, assistants and the school's peripatetic specialists to co-ordinate provision for children with SEN/LDD.
- Have responsibility for overseeing the identification and assessment of children with SEN/LDD.
- They liaise with the Child Protection Officer (who is also Head of SEN/LDD) with regard to identifying those children with safeguarding needs and putting procedures in place.
- Liaise with and advise fellow teachers.
- Manage and instruct assistants on a day-to-day basis.
- Maintain a list of all children with SEN/LDD within the school.

- Oversee records on all children with SEN/LDD and contribute to and document on-going reviews.
- Liaise with parents of children with SEN/LDD.
- Contribute to the in-service training of staff.
- Liaise with local educational authorities, psychologists and external agencies such as social services, GP practices and voluntary bodies.
- Manage the budgets and purchase resources where required on behalf of the whole department.
- Organise all the learning support clubs e.g. Brain Gym, Early Birds, Touch Typing etc.
- To be involved in the appraisal of staff in the SEN department. LSCO to appraise all peripatetic Learning Support Teachers on an annual basis. The SENCO together with the Head of SEN/LDD to carry out observations of Assistants, which feed into their formal appraisal with the Head of SEN/LDD.
- To make sure that all meetings with parents are recorded under the Learning Support file of School Manager.

CHILDREN ON SPECIAL EDUCATIONAL NEEDS PLACES

Admission Procedure

The availability of a special educational needs place is guided by the school's mission statement for inclusion and policy for admission of children with SEN. Please see policies for details.

SENCO Visits to Nursery Schools

In the Summer Term, the SENCO visits the nursery schools of prospective pupils who have SEN places (for that September) to assess the level of support they are likely to need and gather other relevant background material. These observations may also include mainstream children entering the school that September whose nursery reports or parents have highlighted that they may require some level of support on entry to school, e.g. speech and language therapy. The SEN Child may often visit the school with their parents prior to Moving Up morning in June to meet the class teacher and assistant and to become familiar with the school environment. The class teacher and assistant may visit the child in their home setting e.g. for a child that is an selective mute or on the ASD Spectrum.

SEN Specialism and Facilities

A wide range of children with SEN can be considered for admission, guided by the parameters outlined in the *Policy for Admission of Children with SEN*. However, the school has significant specialist knowledge and resources in the following areas:

- Speech and Language Therapy
- Occupational Therapy
- Specialist knowledge in teaching the deaf.

Special Facilities which Increase or Assist Access to the School for Pupil's with SEN

There is a disabled lavatory on the ground floor 169 and a further disabled lavatory in the Sally Walker Reception Block and a lift. There are ramps into all back entrances of the school. The school is in two separate buildings and spread over four floors and is relatively narrow. It is acknowledged that, due to the age, layout and nature of the buildings and despite a range of modifications and adaptations, it is unlikely at present that children with significant physical difficulties could be accommodated at the school, even with reasonable adjustments being carried out. For current school plans in this area, please see the Accessibility plan.

The Allocation of Resources to SEN Pupils

The funding of the SEN department is derived from fee income, LEA funding through statements of SEN, grants from private charities and fund raising. The school's budget for SEN provision is informed by the school's admissions criteria for children with SEN and an estimated further 20% of pupils who may need support during the year. The percentage of the school's overall budget for SEN is agreed between the governing body and the Headteacher.

The resources of the SEN department are allocated to pupils using the following guidelines:

- Each child on a SEN place will be allocated the support of an assistant according to their need.
- At present therapy can be supplied to children who have an identified need from the school's speech and language and occupational therapists. Costs are either met by the child's parents or LEA.
- Teaching resources and equipment are reviewed annually.

Identification, Assessment Arrangements and Review Procedures

Most children who are on a special educational needs placement have a statement or are in the process of getting a statement. Parents are invited to a termly IEP (individual education plan) meeting. During this session the child's timetable, progress, future support and targets are discussed. At this meeting there is also the class teacher, special needs assistant and SENCO in attendance and, where appropriate, the speech and language therapist and/or occupational therapist. The Headteacher and Head of Special Needs are kept informed. Records are kept of each child's performance, progress and areas to improve. Parents are also invited to attend annual review meetings. If a child is under 9 years old and does not have a statement it may be recommended that a referral is made on the parents' behalf to the Early Years Centre in Wandsworth (multi-disciplinary assessment and support service).

CHILDREN ON MAINSTREAM PLACES

Children without a statement, but experiencing difficulties, are identified as having learning difficulties and/or disabilities as quickly as possible, and strategies are implemented. A record is kept and the strategies are monitored and reviewed. A pupil has learning difficulties and/or disabilities if he/she has a learning difficulty or condition which calls for intervention that is additional to or different from that which is provided as part of the school's usual differentiated curriculum and strategies.

Difficulties that can occur can be summarised under the following headings:

- Cognitive: Literacy
 Numeracy
 Specific learning difficulty
 Short concentration span
 Difficulty in sequencing
 Difficulty in following instructions (processing information)
 Difficulty with auditory memory
 Moderate learning difficulty
 Gifted pupils
- Physical: Hearing impairment
 Sight impairment
 Speech/language impairment
 Poor motor skills
 Clumsiness
 Lack of co-ordination
 Illness
- Emotional: Behavioural problems
 Anxiety
 Lack of self-esteem
 Pupils who are withdrawn
- Social: Isolation
 Difficulty in making relationships

Monitor

- In the Lower School and Year 3, fortnightly year group lunchtime meetings take place with the LSCO, where teachers highlight children who are experiencing difficulties. They are firstly required to put in place strategies together with differentiated activities to support the child and to monitor their improvement as a result. A concern sheet for speech and language or gross/fine motor skills difficulties is completed by the class teacher and a copy given to the LSCO. Upper School year groups meet with the LSCO twice a term.

- On entry to school all parents are required to complete a 'starting school profile' and there are sections relating to early childhood development and family history. If a new child is brought up they are cross referenced to this form, a copy of which is held in the pupils class file and recorded on the school database (School Manager). Each Autumn Term the school provides the opportunity for a child to see an audiologist and optometrist in school.
- If concerns persist, the children will be assessed internally using a battery of diagnostic tests. The LSCO, Head, Head of SEN/LDD decide after consideration of the difficulties, whether the child should be included on the SEN/LDD list at the School Action Stage.

School Action

If the child is entered on the list, the LSCO informs the parents that special educational provision is being made for the child because the child has learning difficulties and/or disabilities. At the School Action Stage the class teacher, with relevant help from learning support teachers, therapists or educational psychologist (if applicable) and parents devise an IEP, which is integrated with the curriculum of the class. This contains agreed targets and strategies, which the teacher implements, to meet the needs of the child, and a review date. It may also include withdrawal support such as extra lessons with learning support teachers or support in class from an assistant. The parents' permission is sought before the child is provided with specific support to meet their needs. This support is usually charged to parents at a per session rate. IEP reviews take place twice a year and at these reviews it is decided whether the child stays on School Action, or moves to Action Plus or monitor, or is removed from the list. The IEPs are reviewed internally prior to being discussed with parents at Parents' Evening in the Autumn and Spring Term.

School Action Plus

If it is considered that a child needs the benefit of ongoing specialist support, such as from an educational psychologist, the child may move to School Action Plus. A meeting is arranged between the LSCO, class teacher, parents and learning support teacher (if appropriate) and any outside specialist involved e.g. local authority education psychologist. New targets and strategies are set with input from the relevant specialist. Reviews take place and it is then decided whether the pupil remains on Action Plus, moves back to School Action, or proceeds to the statementing process. The outcome of the review forms the basis of the new IEP, which is then drawn up. At this stage the school may suggest that the child moves to a special needs place so they can be monitored by the SENCO. Or that a referral is made to Wandsworth Early Years Centre (children 4-9 years) to gain further advice.

If it is considered at a review meeting that a child's difficulties are so severe that his/her needs cannot be met within the school based stages, the Head together with parents may apply to the LEA for a statutory assessment. If, after the assessment, the authority grants

a statement the LEA will be involved in funding the resources to meet the child's needs and monitoring the child's progress and provision. The statement is reviewed annually. If the LEA decides not to grant a statutory assessment or grant a statement parents can appeal against both these decisions. The above procedures are also followed for Early Years Children.

Although the Common Assessment Framework form is not statutory to complete we might complete a form for a child if it was felt they should be considered for statementing. If the school received a form from another agency we would also complete the relevant educational section. The completion of any form would nearly always be done with parents' consent. However, we realised that the form can still be completed without parents' consent if the needs of the child were such that the child would suffer unless they receive support. This might be because the parents are in denial of their child's special educational needs. The lead professional who will take the 'lead role' to coordinate the different services is the Head of SEN/LDD, who is also the Child Protection Officer and a member of the Senior Management Team.

Early Years Intervention and Support

At Finton House we recognise the importance of early identification, assessment and provision for any child who may have special educational needs. We realise that the earlier the action is taken the more responsive the child is likely to be. Information provided from nursery schools is used as a starting point for the development of an appropriate curriculum for the child. Teachers carry out simple assessment tasks in the first half of term, on entry to school to ascertain the children's numeric and literacy ability. These highlight areas for early action to support the child within the class. See earlier heading 'Identification, Assessment Arrangement and Review Procedures' for procedure followed when a child is deemed to have special educational needs.

Additional support and resources are provided for Reception and Year 1 children. There is a weekly timetabled session for Speaking and Listening, during which the school's speech therapist takes a group of children with specific needs. There is a Learning Support Assistant who works with Reception and a Learning Support Teacher in Year 1 who are specifically trained to work with both groups and individual children to support them with any specific learning difficulties that have been identified by the class teachers. Parents are charged a small weekly group fee for this learning support in Year One. There are early morning clubs to support children with dyspraxic type difficulties Brain Gym (Funky Monkeys), which is free to parents and a gross and fine motor skills club run by an occupational therapist, for which a small fee is charged. There is also, when required, the opportunity for children to attend a speaking and listening group run by a speech therapist, for which parents are charged. The aim of the support offered is to either close the attainment gap between the child and their peers or to prevent the attainment gap growing wider. There is continuous observation and assessment. Parents are kept fully involved of their child's achievements and are involved in developing and implementing a joint learning approach at home and in school.

Internal and External Examinations

Procedures are put in place to support SEN/LDD children during their internal examinations. The nature and amount of support given will vary according to the child's needs and the requirements of the child's educational psychologists report. A record is kept of arrangements for individual children. However, wherever possible the child will sit the same exam/test as their peers but might be provided with a scribe, extra time or placed in a smaller setting.

For KS1 and KS2 SATs, guidance will be sought and procedures followed as outlined in the most recent 'Assessment and Reporting Arrangements' published by the government.

For other external examinations for entrance to other schools we liaise with the schools on an individual basis. Firstly, an Educational Psychologist report is required recommending that allowances be made during examinations.

The Learning Difficulties and Disabilities/ Special Educational Needs List

The list of children is prepared by the co-ordinators and is available to all staff via the school network. Parents, on agreeing to their child to have extra support, sign a form stating they are happy for their child to be added to the SEN/LDD list and to pay for the support offered.

How Children with SEN/LDD are Included within the School as a Whole and the Outcomes for all children.

All the children with SEN/LDD are placed in mixed ability classes. They are integrated fully with their classmates for all non-curricular activities including clubs. The school endeavours to provide the children with special education provision to meet their needs in order for them to achieve their potential.

This will be done by:

1. All children with SEN/LDD having their needs identified and met.
2. All children with SEN/LDD achieving their full potential academically, emotionally, socially and physically.
3. All parents in the school have an understanding and support the school's ethos and policy towards SEN/LDD children.
4. Staff being familiar with understanding and implementing policy confidently.
5. Evidence in practice of the policy.
6. Access for all and equality in decision making.

Arrangements for Considering Complaints

In the first instance, a complaint would typically arrive in school via the class teacher or assistant. This should then be passed onto the co-ordinators, Head of SEN/LDD and

Headteacher. Parents would be encouraged to make their representations in writing and will be given an indication of the procedure that will follow. In the case of parents believing that their child has a special educational need or learning difficulties and/or disabilities that is not being recognised by the school, an assessment will be arranged by the school to determine the nature of provision that should be made.

In the case of a parent having a complaint that cannot be resolved informally the co-ordinators would convene a meeting to which would be invited the parents, Head of SEN/LDD and Head, the class teacher, any therapists involved and the assistant who works with the pupil. The co-ordinator together with the Head of SEN/LDD would gather evidence and records about the child, which would then be discussed at the meeting. The Governor with responsibility for SEN/LDD will be informed and kept fully briefed. Hopefully at the meeting, an agreement would be established between the parents and the Head of SEN/LDD, Head and co-ordinator. However, if the outcome is not satisfactory for the parents, they may write to the Chairman of the Governing Body. Please read this in conjunction with the policy for complaints procedure for parents.

Induction of Members of Staff

The Head of SEN/LDD and coordinators highlight and explain the most relevant sections of the policy to ensure that teachers understand the procedures for identification, assessment provision and review of children with SEN/LDD. All assistants receive induction training and an induction handbook.

School's Arrangement for In Service Training

- The school's arrangements for SEN/LDD in-service training are embodied in the school's Courses Policy. Finton House is committed to staff development and provides a generous budget and opportunities for staff to attend courses.
- Information on courses is kept in the school resource area which is updated regularly. Specific courses might be offered to staff.
- Staff have the opportunity at their annual appraisal interview to indicate their in service training needs for the coming year.
- Similarly, the co-ordinators and Head of SEN/LDD will identify the training and development needs of the SEN/LDD department.
- The school also makes use of the 6 non-pupil days at the start of each term for INSET training.
- The co-ordinators meet staff individually to deliver training in any specified area.
- Every Autumn Term specific training is organised for new staff e.g. hearing impaired, visually impaired or ASD training.

Facilities available in the School and Local Community

- Finton House has links with Linden Lodge (for the visually impaired), and Oak Lodge (for the hearing impaired). Peripatetic teachers from these centres, come into school to monitor the children's progress and to write reports for annual reviews.
- A speech and language therapist and an occupational therapist come to the school three days a week.
- Some children attend the occupational therapy and physiotherapy departments of their local hospital, and advice is sometimes sought from the community child psychiatric and psychological services.
- Depending on the individual child's medical condition, we liaise with the relevant services and departments in a range of London Hospitals.
- The school holds a biannual special needs forum. Invited speakers address an audience comprised of parents and professional colleagues from neighbouring schools, services and voluntary organisations.

Partnership with Parents

Finton House firmly believes in working as closely as possible with parents of the children. This is particularly important with parents of the children with SEN/LDD in order to keep them informed of the progress and areas of development of their children. The partnership will be achieved by:

- a) Listening to parents' wishes and feelings about their child and meeting with them on request.
- b) Involving parents at the appropriate review stages of the Code of Practice and informing them of which stage of the Code of Practice their child is at.
- c) Parents being part of the process for formulating an IEP by being invited to make written contributions for targets on their child's IEP or attending IEP meetings.
- d) The therapists and Learning Support Teachers have frequent dialogue so that home and school can work together. Specific children with SEN/LDD may also have a book or sheets sent home, where lesson objectives, worksheets, tasks to practise at home etc. are recorded.
- e) Informing parents of the programmes of work set up for the children as well as the extra therapy, remedial tuition and, where appropriate, local and national support groups.
- f) Advice can be sought on the statementing process, other schools, LEA or the health authority.
- g) Inviting parents to annual reviews, meetings with the educational psychologist, Open Days, Parents' Evenings, Special Needs drinks party and IEP review meetings, and also opportunities to talk to staff informally.

Use of Physical Intervention

The use of any physical intervention on a child will be rare and usually only necessary when a child is a danger to themselves or others. For details please refer to the Physical Intervention policy.

Arrangements for Pupils going on to Secondary School

It is vital that parents plan at least a year in advance for their child's move to secondary school. Parents are offered the following support and guidance:

- Discussions with the co-ordinators, Head of SEN/LDD, Head and staff on appropriate placements.
- A list of possible schools is supplied to the parents.
- Support for their choice of school and for amendments to part 2, 3 and 4 of a child's statement, where appropriate.
- The Head of SEN/LDD or SENCO may visit the school on behalf of the parent to help ensure a smooth transfer or to ascertain the suitability of the school to meet the child's needs.

Quality Control

The schools SEN/LDD policy will be reviewed annually to ensure that any further developments or amendments are made and carried out by the schools staff.

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