Special Educational Needs Policy

Aims

1. The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties and the co-operation we will need from parents.

"Special educational needs" and "Learning difficulty"

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

3. Children have a *learning difficulty* if they:
(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders the child 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 (if your child has a disability, please ask to see our Disability Policy).

(c) are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

4. A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. "
(Education Act 1996 Section 312(1) and (2))

5. A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

6. The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or behavioural disorders. The expression may also include those who have problems with their eyesight or hearing or who have an autistic disorder.

7. Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11 or older, when the educational pressures tend to increase.

8. Longridge Towers School is a mainstream independent school which accepts boys and girls from the age of 4 years. The school accepts pupils from a wide spectrum of abilities who will be able to profit from the broad, balanced and differentiated curriculum and who will contribute to and benefit from the ethos and activities of the school community.

9. *Provision:* The provision which we can make for children who appear to have a learning difficulty includes: the drawing up of an individual learning plan; the communication of relevant information to all teaching Staff; and a course of additional learning support given by a specialist.

10. *Consultation:* We will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

Implementation and procedures

Code of Practice: Our approach to the detection and management of learning difficulties will be guided by the *Code of Practice on the Identification and Assessment of Special Educational Needs* (or any substituting or amending Code of Practice) issued from time to time by the Department for Education & Employment/Skills. In general, our approach will be cautious so as not unnecessarily to run the risk of a child being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

Statements: Parents have the right under s.329(1) of the *Education Act 1996* to ask the local education authority to make an assessment with a view to drawing up a Statement of Special Educational Needs. The School also has the right (under s.329A) to ask the LEA to arrange an assessment. The School will always consult with parents before exercising this right. If the LEA refuses to make an assessment, the parents (but not the School) have a right of appeal to the Special Educational Needs and Disability Tribunal.

11. Before being offered a confirmed place at the school pupils are assessed for setting purposes. During a pupil's time at the school, regular monitoring takes place in the form of Fortnightly Grades, school examinations and reports twice a year. If, at any point, it is felt that a pupil’s progress is being affected by a learning difficulty, we will carry out a screening test, the results of which will be reported to you. The tests which we use are not diagnostic tests of a kind which an educational psychologist would carry out, and they are not infallible. The purpose of the tests is to detect circumstances which *may* need further investigation or a formal assessment. The cost of screening tests is included in the tuition fees.

12. *Outcome of Tests:* If the outcome of a screening test or any other circumstances gives us reason to think that your child may have a learning difficulty, we will report and consult with you as necessary and make recommendations.

13. *Formal Assessment:* If the screening test results indicate that your child may have a earning difficulty which ought to be assessed without delay, we will ask you to make arrangements for your child to be formally assessed by an educational psychologist and we will discuss with you how far the school is able to follow his/her recommendations. The cost of the assessment by an educational psychologist must be borne by the parents.

14. Justified by the test results, or if considered appropriate by an educational psychologist, we may recommend a course of learning support by a qualified specialist on a one-to-one basis in school. This would normally be one period of 40 minutes per week in term time, payable by parents as an extra which would be added to the bill. The current charge for this is £240 per term. Any decision to terminate the learning support will be made by the school in consultation with the parents.

15. The school reserves the right to make the course of learning support a condition of acceptance into the school, or a condition of continuation at the school. This is to ensure that the particular needs of a child are being met.

16. Parents of pupils in receipt of learning support will receive a report on their child's progress in this area twice a year as part of the usual school report. Pupils who have known special needs who do not receive additional support will also be reviewed twice a year as part of the usual school report.

17. Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties.

18. *External Teaching:* Parents may opt for remedial teaching outside the School, provided that the Head is satisfied with your child's safety and travel arrangements and also that the remedial teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School. In theses circumstances parents must ensure that we are given copies of all advice and reports received.

19. *Information:* Because dyslexia and some other learning difficulties are often inherited, we need to know at the outset if you (either parent) or your children or close relations have been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis. You must also provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your child's previous school or elsewhere.

20. *Concerns:* We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out.

21. *Examinations:* Children who have been diagnosed as having a learning difficulty may be eligible to apply for extra time to complete internal examinations and public examinations.

Alternative arrangements

22. *Withdrawal:* We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion:

22.1. your child is in need of a formal assessment, remedial teaching, learning support or medication to which you do not consent; and/or

22.2. you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and/or

22.3. your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange;

22.4. your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

23. *Alternative Placement:* In any of these circumstances we will do what is reasonable to help to find an alternative placement which will provide your child with the necessary level of teaching and support.

24. *Financial:* Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

SPECIAL EDUCATIONAL NEEDS POLICY
GIFTED AND TALENTED CHILDREN

General Rationale

Meeting the educational needs of the gifted and talented involves building on good general school provision, not providing something entirely different. Gifted and talented pupils need access to broad, balanced and challenging curriculum opportunities.

Raising standards of attainment for all pupils requires a curriculum and learning environment which meets their needs and which enables them to flourish and to develop. Evidence suggests that when schools meet the needs of their most able pupils, standards are raised for all.. We are committed to providing an environment which encourages **all** pupils to maximise their potential and this clearly includes those who display exceptional ability.

The nature of the curriculum is broadly similar for all pupils but the level of challenge offered to each individual is based on his/her capacity to respond.. In order to identify which of our pupils are gifted and talented, we give all children the opportunity to demonstrate their skills and talents.

Aims

- To ensure that pupils' special talents are identified at an early stage.
- To ensure that all staff understand and respond to these talents.
- To provide a co-ordinated response to gifted and talented pupils' identified needs.
- To ensure that curricular provision is challenging, stimulating and effective in meeting the needs of gifted and talented pupils.
- To ensure that gifted and talented pupils achieve standards of attainment at least in line with their identified abilities.
- To provide extra-curricular opportunities which enthuse and engage more able pupils.
- To promote the successful inclusion of gifted and talented pupils within their peer group in order to ensue their emotional well-being.

Procedures

To ensure that pupils' special talents are identified

- We use the results of tests and teacher assessments to inform professional judgements about the identification of gifted and talented pupils.
- All staff are provided with a general checklist of the characteristics of gifted and talented children and have access to in-depth information describing the characteristics of these pupils in general and within each subject area.
- We operate a pupil referral sheet for the initial identification of gifted and talented pupils at any time in their school career, by any member of staff, recognising that achievement levels for pupils can change as they move through the school.
- We recognise that valuable information can be provided by pupils themselves and their peer-groups.
- We maintain a school register of gifted and talented pupils which is available to all staff. In addition, each department has its own register.

To provide a co-ordinated response to gifted and talented pupils' identified needs

- We work in partnership with the parents of gifted and talented pupils to co-ordinate home and school responses to pupils' needs.
- We work closely with other schools to ensure the transfer of pupil information in relation to gifted and talented pupils.

To ensure that curricular provision is challenging, stimulating and effective in meeting the needs of gifted and talented pupils

- We address the needs of gifted and talented pupils in relation to all areas of the curriculum, recognising that pupils possess a range of abilities.
- Consideration is given to adopting grouping strategies matched to the needs of gifted and talented pupils. These may include in-class grouping by ability and some open-ended activities.
- Members of the Senior Management Team are involved, with the GT Co-ordinator, in ensuring appropriate monitoring and evaluation of provision for the gifted and talented pupils.

To ensure that gifted and talented pupils achieve standards of attainment at least in line with their identified abilities

- We monitor assessment findings in order to detect evidence of under-performance by gifted and talented pupils in relation to their ability and to plan appropriate intervention.
- We ensure that record keeping systems provide an adequate mechanism for monitoring the progress of gifted and talented pupils.
- Differentiated activities are provided within sets to reflect the range of ability within each set.
- All gifted and talented pupils are assigned to a mentor who is responsible, with the GT Co-ordinator, for overseeing their progress.

To provide extra-curricular opportunities which enthuse and engage gifted and talented pupils

- We maintain a system of differentiated homework provision.
- We seek to provide access to a range of extra-curricular activities for gifted and talented pupils, including MENSA, The National Academy for Gifted and Talented Youth, UK Maths Challenge.

To promote the successful inclusion of gifted and talented pupils within their peer group in order to ensure their emotional well-being

- We recognise that the pastoral care of able children is just as important as care for their intellectual needs.
- We promote a school climate that encourages everyone to achieve and where excellence is appreciated by all.
- We recognise publicly the achievements of **all** pupils across the spectrum of school activitie.
- We ensure that the school's system of rewards and sanctions is applied to gifted and talented pupils in the same way as to all other pupils.

Education and Welfare Provision for EFL pupils and for pupils with a Statement (of Special Educational Needs)

Via initial assessment prior to, and on, their arrival at the School, we establish as quickly as possible the levels of English of all students whose first language is not English. We then support each student in accordance with his or her needs, with a personal programme of study. Such programmes, regularly monitored and including ongoing assessment, flex according to the emerging development of the learner.

In the EFL lessons, students may work towards EFL exams as well as learning how to use English as the gateway to other studies and to engage with life generally in the UK.
Care is taken in the first instance to glean from subject areas and from other areas of school life key items of vocabulary and to ensure the students are familiar with these.
The main emphasis in the long run, through the development of writing, reading, listening and oral performance, is on teaching the students the skills which empower them to continue their learning of English in all other curricular subjects and to ensuring the students have access through English to the wider curriculum.

For any pupil with a Statement, care will have already been taken, prior to that pupil's admission into the School, to assess fully that pupil's needs and to ensure that steps are taken to meet them. At this stage, as at every appropriate subsequent stage, consultation with specialists and parents, as needed, will take place and all terms of the Statement, including the reviewing and reporting modes and periods, will be met.
Staff will remain fully aware of the pupil's needs, through ongoing review and, as appropriate, through discussion and through the sharing of any updated information, so will be well placed to respond to emerging developments. Such monitoring of the pupil's progress and welfare will be both in general terms and with specific regard to the requirements of the Statement. The programme of study, adapted as needed to the pupil's particular needs, may include individual (or paired) specialist lessons.

Note: where the term 'statement' is used, this refers to pupils aged 5 to 16 who have a statement of special educational needs. Not all pupils with learning difficulties and/or disabilities will have a statement.

Revised February 2011