



# DORMSTON SCHOOL

## SEN Policy

### Rationale

#### Definition of SEN

- ✓ Pupils have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.

#### Pupils have a learning difficulty if they:

- ✓ Have greater difficulty in learning than the majority of pupils of the same age.
- ✓ Have a disability which 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 LA.

Pupils must not be regarded as having a learning difficulty solely because the language of their homes is different from the language in which they will be taught.

Special educational provision means educational provision that is additional to or different from that made generally for pupils of the same age in the school.

### Aims

#### All teachers are teachers of pupils with SEN.

This whole school responsibility will ensure that youngsters have access to an appropriately differentiated curriculum through their classroom teachers' continuous cycle of planning, teaching, assessment and evaluation.

Dormston School will adopt a graduated response to pupils with SEN. The Learning Support department will become involved with pupils for whom the normal differentiated curriculum is deemed to be not successful in maintaining adequate progress. Adequate progress will be defined as progress which:-

- ✓ closes the gap between pupils and peers.
- ✓ prevents the attainment gap growing wider.
- ✓ matches or betters the pupil's previous rate of progress.
- ✓ demonstrates an improvement in self help or social skills.
- ✓ demonstrates an improvement in the pupil's behaviour.
- ✓ is likely to lead to participation in further education or training/employment

## **Procedures**

### **Identification of SEN**

Dormston School will endeavour to identify pupils with SEN by a number of different means.

#### **Before Entry**

Initial contacts will be made with parents and pupils in Year 6 at the Open Evening in the Autumn Term. Information leaflets for the prospective parents will be available. The Head of Learning Support will seek information from the Learning Support Service of the LA.

The Head of Learning Support will visit feeder primary schools and attend annual reviews of Year 6 pupils known to be transferring to Dormston to allow for a smooth transition of pupils.

The Learning Support team will monitor pupils in Induction week and feedback information to the Head of Learning support. Diagnostic testing of reading will also take place during this week or as early as possible in the Autumn term.

The Head of Learning Support will liaise with the Head of Year 7 to ensure that information is shared.

#### **On Entry**

National Curriculum at the end of Key Stage 2 and internal test results will be scrutinised for pupils failing to make progress.

Suffolk Scale II reading tests at induction will also be used to aid identification of pupils with special educational needs.

The Head of Learning Support will liaise with subject leaders to aid speedy identification from teacher observations and assessments.

The Learning Support team will keep records of support with pupils and inform the Head of Learning Support of pupils with difficulties.

## **English as an Additional Language**

The identification and assessment of the special educational needs of young people whose first language is not English requires care. The school will look carefully at all aspects the pupil's performance in different subjects to establish whether the problems that have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Pupils' proficiency in English will be monitored regularly as per government guidelines.

## **The Role of the Head of Learning Support.**

The Head of Learning Support is Mrs A Francis

The Head of Learning Support in collaboration with the head teacher and governing body plays a key role in helping determining the policy and provision for pupils with SEN in the school. The key responsibilities of the department are:-

- ✓ Overseeing the day to day operation of the school's SEN policy;
- ✓ Liaising with and advising fellow teachers;
- ✓ Managing the Learning Support Team of LSAs;
- ✓ Co-ordinating provision for pupils with SEN;
- ✓ Overseeing the records on pupils with SEN;
- ✓ Liaising with parents of pupils with SEN;
- ✓ Contributing to the inset needs of staff;
- ✓ Liaising with external agencies;
- ✓ Responsibility for a budget to further the progress of pupils with SEN.

## **School Support**

When a subject teacher, pastoral team member or member of the Learning Support Team identifies a pupil with SEN that pupil will be deemed to have SEN if they have failed to make adequate progress despite access to the normal differentiated curriculum. Such pupils will be placed at School Support. A programme of intervention will be drawn up and a Strategy Sheet written to target pupil difficulties. Parents and pupils will be informed and included in every part of the process.

The Head of Learning Support in conjunction with pupil and parents may feel it necessary to involve outside agencies and invite them to give further assessments or advice in the interests of the child.

## **School Request for Statutory Assessment**

Most pupils will be helped by the graduated response outlined above but should it be necessary the school will approach the LA with a request for a statutory assessment of the pupil's needs.

### **Pupils with an Education Health Care Plan (EHCP)**

Pupils who already have EHCP will have the support outlined on their EHCP provided for in school. This will be subject to an annual review of provision and progress.

### **Provision for SEN at Dormston School**

#### **The Learning Support Team**

The Learning Support team at Dormston consists of a team of Learning Support assistants, one full time HLTA an Administrative assistant and the Head of Learning Support. The team provides support for young people with SEN in a variety of ways.

#### **In-Class support**

In class support is provided for pupils according to need. LSAs and the HLTA are involved in supporting pupils in class according to the Dormston Support Policy (Appendix 1) and liaising closely with the classroom teacher to effect progress in support of National Curriculum levels. When not directed by the teacher, LSAs have a complementary and different role from the teacher which leads to supporting young people towards independent learning.

### **Withdrawal Work**

#### **Key Stage 3**

Withdrawal for discrete teaching targeting literacy and /or difficulties, particularly, is seen as crucial. The Head of Learning Support and the HLTA have an additional qualifications to teach pupils with specific learning difficulties and a variety of approaches are used. The Head of Learning Support and the HTLA manage these withdrawal lessons.

Generally, pupils reading with significant phonic errors and/or working significantly below their peers in Maths will be withdrawn from up to two lessons per week to enable specialist teaching to take place. Progress will be reviewed twice per year with pupils and parents/carers.

Pupils unable to access text of 9.0 years reading age or with a spelling age below 9.0 years will be given a programme of intervention during two afternoon registrations a week to enhance reading skills.

Occasionally, it may be necessary to teach a pupil with high needs individually. This will be tailored to the needs of the pupil and may occur at Key stage 3 or 4.

Study support will be offered through Homework Support Club to pupils with SEN. This will give them the opportunity to develop skills in a different setting to the classroom and begin to take responsibility for their own learning.

#### **Key Stage 4**

In class support work continues according to need. In Key stage 4 pupils who require extra time and/or have significant processing delay will have the option to choose Skills For Adult Life instead of one GCSE option and work towards the ASDAN Silver Youth Award. This will incorporate work on the key skills and offers opportunities to develop skills for independent learning in readiness for Further Education. Pupils will also have opportunities to have 1:1 teaching and/or work on their GCSE work or revision.

#### **Monitoring of pupil progress**

##### **Strategy Sheets**

Pupils with SEN and will have a Strategy Sheet. Strategy Sheets will record information about the pupil, their strengths and needs, and strategies for teachers to help plan lessons which will include the pupils effectively.

Parents/carers and pupils will be involved in setting up the Strategy Sheet and/or reviewing it at the first available opportunity.

Parents/carers are encouraged to refer to the Strategy Sheet and contact the Head of Learning Support with any queries or concerns about their child's support in the classroom so they can be investigated and resolved.

##### **Parent/carer Meetings**

Additional meeting with parents/carers of pupils with SEN and their child will be held as published to parents/carers by the Head of Learning Support each September. Parents/carers are also encouraged to contact the Head of Learning Support at any other time they deem necessary.

##### **Data Monitoring**

Data produced by the school concerning pupils with SEN will be monitored by the Head of Learning Support and actions will be put into place if appropriate progress is not being made in relation to the pupils' individual circumstances.

### **LSAs/HLTA**

A regular meeting of the Learning Support Team will provide opportunities for the sharing of information on pupil progress. LSAs will be encouraged to make strong relationships with curriculum and pastoral teams to further the sharing of information on pupil progress.

Annual Appraisals of LSAs and the HLTA will link to the LS department subject plan as well as CPD targets. Termly meetings will be held with individual team members to review their progress towards their targets.

### **Pastoral Teams**

The Head of Learning Support will meet regularly with the Heads of House and will be able to attend Year group meetings to discuss pupils with special educational needs. She will also attend all parents' evenings to enable parents to access advice and support if needed.

### **Links with outside agencies**

Dormston School will develop close links with all outside agencies concerned with a pupil and the Head of Learning Support will work closely with them to monitor the progress of the pupils on their caseload. The LA case officer will be invited to EHCP annual reviews as will any outside agency involved with the pupil. Service agreements have been entered into the Learning Support Service and the Educational Psychology Service for the current school year.

### **Evaluation**

The policy will be evaluated and monitored by the Head of Learning support and the Leadership Team.

## Appendix 1

### Dormston In-class Support Policy (Summary)

**With reference to:** The Teaching Assistant's Guide to Effective Interaction Paperback – 1 Sep 2015 [Paula Bosanquet](#) (Author)

#### Types of LSA role

##### Pedagogical TA Roles

*Class-based support:* Including heuristic support (**Main LSA role in Dormston.**)

*One-to-one support:* (**Rare in Dormston but may be necessary on occasion.**)

*Subject specialist or faculty-based support:* (**Not currently organised this way in Dormston.**)

*Intervention support:* (**In Dormston, HLTA delivers to small groups, LSAs run Reading and Spelling Interventions.**)

*Leading whole classes:* (**Dormston has a team of Cover Supervisors for this role.**)

##### Non-pedagogical support:

*Admin support:* (**Not currently organised this way in Dormston.**)

*Welfare or pastoral support:* (**Dormston has a team of Cover Supervisors for this role and LSAs also support pupils in their care with emotional and social needs.**)

*Behaviour support:* (**Main LSA role in Dormston.**)

#### Heuristic Support Role in Dormston

LSAs have a different but complimentary role to the teacher. The LSA scaffolds learning through:

- Careful observation
- Asking diagnostic questions to check understanding
- Providing the minimum of structured help so pupils retain responsibility for their learning using the following framework:

Self-scaffolding > Prompting > Clueing > Modelling  
(Avoid correcting/doing their work)

Review Officer – Mr S Dixon/Mrs A Francis  
Link Governor – Mrs A Checketts  
Review Date – September 2017

Always start with the expectation that the pupil can scaffold their own learning.

What the LSA decides to do will be determined by:

- What the pupil has said or done
- The LSA's awareness of the pupil's knowledge and skills
- The LSA's knowledge of the pupil's self-confidence and their ability to take risks and cope with setbacks.

LSAs must **actively avoid** creating a sense in any pupils' mind that they are there to do a task, or some of it, for them. Support should be **faded** over time.

### **In-class support at Dormston: summary**

In Dormston we support to:

- Ensure pupils retain responsibility for their learning
- Give pupils strategies so they can learn how to self-scaffold (i.e. be independent)

Observe the pupil(s) carefully but not obviously.

Only interact with the child if they cannot move on but have tried.

Provide the **minimum** of help at each interaction.

Always expect the pupil to **self-scaffold** in the first instance.

Don't be afraid to **do nothing** – you are giving the pupil time.

Have a set of **prompts** ready which don't give information – verbal/gesture.

**Clues** have to be given in the moment and react to need – start small.

**Modelling** is the highest level of support - give the pupil a chance to have a go afterwards.

Avoid **correcting** as it is just giving them the answer – prompt, clue, model instead.

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