

BATTLE ABBEY SCHOOL



Special Educational Needs Policy

Updated July 2011

Introduction to the School

SENIOR SCHOOL

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SENCO Mrs F Rowland

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SENCO: Mrs D Williamson

NURSERY SCHOOL

Battle Abbey Nursery

Mrs Teresa Rapley

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Mrs T Rapley

Statement

We recognise that each child is an individual.

We recognise that children with special educational needs require the greatest possible access to a broad and balanced education including the National Curriculum.

Pupils who receive learning support display a variety of learning problems and the courses we provide are flexible in order to cater for their differing needs.

We believe that children will only produce their best work when they are involved with the task, when they feel they have something valuable to say and are confident that the audience will listen and be supportive.

We aim to promote a partnership with parents in order to utilise parents' own distinctive knowledge of their child. This will contribute to our understanding of how best to help our students.

Contents:

Learning Support Staff	Page 5
Introduction & Formulation of the Policy	Page 6
Definition of Special Education Needs	Page 7
Definitions in the Children Act 1989 & the Disability Discrimination Act 1995.	Page 8
Boarding School Pupils with SEN, Special Needs Provision & Providing Curriculum Access and Integration.	Page 9 and 10
Aims and Objectives of the School	Page 11
Responsibilities	Page 12
Special Educational Needs: Departmental Organisation and Tuition	Page 14 and 15
Special Needs Facilities, Allocation of Resources & Evaluation of Success.	Page 15 and 16
For Evaluating Success and Admission Arrangements	Page 17
Identification, Assessment and Review.	Page 18
Arrangements for Complaints	Page 19
Use of Outside Agencies, Liaison with Other Schools, Links with Other Organisations, and Transfer To and From Special Schools.	Page 19 and 20
Code of Practice- 2002- staged approach: including an outline of School Action and School Action Plus	Page 21
CAF Assessment	Page 22
Examinations and Assessed Work	Page 23
Parental Consultations	Page 24
Glossary	Page 24

LEARNING SUPPORT STAFF

Nursery School SENCO: Mrs T Rapley BA(Hons) Early Years and EYPS

Prep School SENCO : Mrs D. Williamson, B.Ed, DipSpLD – KS1, Cert. in Dyslexia Training and Assessment

Senior School SENCO : Mrs F Rowland, DipEd, RSADip.SpLD

At the Senior School:

Mrs S Reilly BSc DipSpLD

Mrs L. Davey MA(Hons)AMBDA

Mrs J. Sheffield BA (Ed) and Cert. in Dyslexia Training and Assessment.

At the Prep School:

Mrs J. Sheffield

Mrs D. Williamson

BATTLE ABBEY SCHOOL POLICY FOR CHILDREN WITH LDD

INTRODUCTION:

Special Needs Statutory Requirements

'The 1983 Education Act, reflecting the principles set out in the earlier Act of 1981, places important responsibilities on the Governing bodies of maintained schools for making special educational provision for all their pupils who have educational needs. It is incumbent upon independent schools to subscribe to the same principles and to fulfil the same responsibilities. Those responsibilities extend to pupils who do not require statements of special educational needs as well as to the minority with statements.'

Our aims echo the recommendations of the 1981 Education Act, the Rose Review(2009) and the Warnock Report, which place clear responsibility on mainstream schools to provide access to the curriculum for children deemed to have special educational needs.

Formulation of the Policy

- This Document is a statement of the aims, principles and strategies for the provision for children with Special Educational Needs at Battle Abbey School.
- **The DFES Code of Practice and The Special Educational Needs and Disability Act 2002** have been taken into consideration in the formulation of this policy.
- The policy also reflects The "Every Child Matters" act which is a framework underpinned by the Children's Act of 2004.
- The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being

The ECM programme aims to identify at an early stage children and young people at risk of social exclusion, and make sure they receive the help and support they need to achieve their potential.

The policy addresses the following issues:

- **This policy** gives a definition of Special Educational Needs

- **The SEN Policy** should be read in conjunction with the Policy for Teaching and Learning and the Behaviour Policy as these form an integral statement of the principles underpinning all the work of the school.
- **This Document** provides a framework for the identification of and provision for children with learning difficulties. It is written for the benefit of all members of the school community, to ensure that they are aware of the principles underlying identification and provision, and are confidently committed to the agreed strategies.
- **The Code of Practice** (2001) from the DFES offers guidance on the content of any school's SEN policy. *Nursery School SEN Code of Practice for Early Education Settings, PLA, 2004* This document conforms to these guidelines, although the format differs from that set out in the Code of Practice.
- **This policy** gives basic information about the school's provision.

Definition of Special Educational Needs

All children have individual educational needs. However, children with a learning difficulty call for special educational provision to be made for them. This definition obviously includes children who have 'learning difficulties' of tremendous diversity. Pupils are now only described as SEN if they are statemented. Otherwise they are termed as pupils with Learning Difficulties and/or Disabilities (LDD). The Senior School's term for such pupils is **Learning Plus**.

Special Needs children who are outstanding in ability are classed as Gifted and Talented. (Please see Gifted and Talented Policy.)

Regulations

Recent regulations have changed the term.

Children have LDD if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have long-term or short-term difficulties of widely varying severity.
- c) Are affected by emotional or social difficulties, or are accompanied by behavioural problems. or
- d) Have a disability, which 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 of the local educational authority.
- e) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if the special educational provision was not made for them.
- f) Have more specific physical or sensory problems (e.g. hearing impaired pupils).
- g) This policy deals part with pupils with learning difficulties, however, a separate policy exists for those who are gifted and talented.

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

(Code of Practice 1.3)

Special educational provision means:

For children of two or over, educational provision is that which is additional to or otherwise different from, the educational provision made generally for children of their age.

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child is classed as being learning disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. **Children Act 1989**

For the purposes of this Act, a person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. **Disability Discrimination Act 1995.**

(Code of Practice: 1:3)

Basic Information about Battle Abbey School Special Educational Provision

A child is classed as being learning disabled if he/she has a learning difficulty which calls for special educational provision to be made for him' (1981 Act).

According to the same Act, a child has a 'learning difficulty' if:

- (a) he/she has a significantly greater difficulty in learning than the majority of children of his/her age, or
- (b) he/she has a disability, which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age.

This definition includes children who have 'learning difficulties' of tremendous diversity. The children to be considered include those:

- (a) Who have a variety of types of learning difficulty, general and specific.
- (b) Who have long-term, or short-term difficulties of widely varying severity.
- (c) Whose main educational problems are affected by emotional or social difficulties, or accompanied by behavioural problems.
- (d) Who have more specific physical or sensory problems (e.g. Hearing Impaired pupils) and this would include acquired short/long term difficulties.
- (e) EAL – a separate policy for these children has been established.

Broadly we aim to ensure necessary intervention takes place before children reach crisis point and to protect children from falling through the net.

It should also be noted that in the Senior School children with special physical or sensory needs have access to a surgery, staffed for much of the day by a qualified nurse or a matron. Medical help is available throughout most of the working day. The surgery is open all day and staff regularly deal with children with asthmatic and other long term problems. Children with medical problems are well known to the staff who are kept informed, via a notice board and during formal or informal meetings.

Boarding School Pupils with Learning Difficulties

Many pupils with learning difficulties have poor organisational skills. This can be a particular problem for boarding school pupils who may experience difficulty coping with the demands of the boarding situation. It is standard practice that Matronal staff are informed as to which children are on the SENIMS and EAL registers as it is often the case that the emotional needs of the pupils are highlighted in the boarding context.

Provision for Learning Difficulties

All children will attend Mainstream lessons and extra curricular activities and will therefore access a broad and balanced timetable following the National Curriculum. We recognise that children with LDD should be included in all activities and differentiation should allow for access.

(i) Pupils with LDD are withdrawn from mainstream classes for learning support lessons after agreement has been reached with the child, the parents, the mainstream teachers and the SENCO.

The views of the pupil are particularly important, and it is usually possible to find a time that does not disadvantage the pupil academically nor involve withdrawing him/her from a lesson where he/she can extend their strengths.

In some circumstances a child may be exempt from a foreign language if requested by the family or suggested by the Educational Psychologist. Small group support and/or individual support for literacy is offered to replace these lessons.

(ii) Mainstream

In the Nursery children with additional needs and disabilities are involved in play activities alongside other children. Open-ended learning activities and experiences are provided to help all children participate and learn although some differentiation and alternative formats may be needed for particular children.

In the Prep School pupils are taught in mixed ability groups but can be set for Maths in Key Stage 2 if appropriate.

At the Senior School pupils in Year 7 and 8 are taught in sets for English and Maths. In years 9 to 11 the pupils are set in ability groups for English, Maths and Science.

The School operates a house system, and pupils with LDD are fully integrated into all activities and competitions in which their house is involved. All pupils are offered a wide range of extra curricular activities which include: expeditions, sometimes abroad, riding, sailing and outward bound activities amongst many others. There are also opportunities for pupils to pursue their interests in dance, drama and individual musical instruments and public speaking.

Providing Curriculum Access and Integration

- Teaching pupils with LDD in mainstream classes.
- Ensuring that all pupils with LDD join in all activities of the school so far as this is reasonably practical. Reasonable adjustments may be made to ensure inclusion should this be possible.
- Ensuring that a differentiated curriculum is offered to all pupils. Where appropriate this may involve:
 - Adaptation of the material presented to a group within a class.
 - Reallocation of a child to a year group in which his/her chronological age does not match the rest of the group. Such a move would only be made in exceptional circumstances, where it is felt that a child's progress either academically or socially would be more appropriately met.
- The provision of an IEP, which sets achievable targets in consultation with the child.
- Regular timetabled withdrawal of pupils for individual lessons.
- In the Senior School some English and some Mathematics classes are taught by specialist SpLD teachers.
- In the Senior School, help for some children is also provided within the mainstream curriculum, in place of adopting a second modern language or a non-academic subject such as PSHE, Music.

In the Senior school, studying both the foreign languages of German and French is not compulsory for pupils with learning difficulties. However, students are strongly encouraged to study at least one of these in Year 7, 8 and 9. At the start of their GCSE course pupils are also offered Spanish as an alternative language.

Aims and Objectives of The School

Battle Abbey School believes all children with LDD should have their needs met so that they can fulfil their true potential. Since 2009 such pupils have been known at BAS Senior School as "Learning Plus".

OUR AIMS FOR LEARNING PLUS

At Battle Abbey School we believe that all children should achieve their goals, respect the community and gain skills for life through active learning.

- Early identification of all children with learning difficulties and we ensure that these children are immediately given appropriate support to allow every child to access the Curriculum, where appropriate. In the Nursery School this is adopted as a Graduated Approach and once these children are identified intervention takes place in the form of *Early Years Action*
- Ensure that these children are fully integrated into all activities of the school.
- Involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.
- To develop and maintain an efficient method of monitoring and recording progress.
- To co-ordinate and develop a system of learning support, group work, individual tuition and differentiation as appropriate. To set targets offering rigour and challenge through a diverse range of opportunities. These are recorded on IEPs following the recommendations of the Code of Practice.
- The staff at Battle Abbey School has a commitment to the philosophy that **all** staff has shared responsibility for making the curriculum accessible, stimulating and challenging to all with learning difficulties, thus enabling each child to reach their full potential. The school adopts a systematic whole-school approach to special educational needs of pupils in the school so that both mainstream and specialist staff work together for the benefit of all pupils with LDD.
- Every pupil has the right to have an appropriate, broad-based and balanced education, and sufficient support (both in terms of adequate staffing and differentiated work) provided for him/her to achieve this.
- Teachers in the school are aware of the importance of identifying and providing for pupils with special needs and ensuring that these needs are made known to all that are likely to teach them.
- The literacy/numeracy levels of all pupils with learning difficulties to be raised so that they can become independent learners, and that those pupils with low self-esteem are encouraged to regain their self-respect and confidence.
- Pupils requiring special support include those of exceptional ability and talent, as well as those who experience difficulty in acquiring basic literacy and numeracy skills
- (see policy for Gifted and Talented).

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- A commitment to a partnership approach to provision.

The Management Team (Governors, Headmaster and SENCO) work towards achievement of the school's aims by:

- Determining the school's general policy and approach.
- Taking responsibility for devising and implementing this Learning Plus policy through widespread consultation.
- Monitoring and evaluating the success of this policy and ensuring that the necessary revisions are undertaken.
- Establishing appropriate staffing and funding arrangements.
- The SENCOs and Head Teacher of the Prep School and the SENCO and Headmaster at the Senior School have a weekly meeting to enable ongoing communication of Learning Plus issues.
- Ensuring that staff inset is offered as required in order to help staff make reasonable adjustments to accommodate pupils where necessary.

Responsibilities of the Governors

- Do their best to ensure the necessary provision is made for any pupil who has LDD.
- A Governor with responsibility for Learning Plus is appointed.
- Ensure that, the 'responsible person'- and the Head Teacher has been informed by the LEA that a pupil has LDD and that these are made known to all who are likely to teach him or her.
- Ensure that any pupil with LDD joins in the activities of the school alongside pupils who do not have learning difficulties. This should happen as far as is reasonably practicable and compatible with each pupil receiving the necessary educational provision, the appropriate education of other children in the school and the efficient use of resources.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have learning difficulties.

The Headmaster will be responsible for the management of all aspects of the school's special educational provision, keeping the Governing Body fully informed.

- **The SENCO (Special Educational Needs Co-ordinator)**, is responsible for:
 - (a) Maintaining the school's SEN register and overseeing records of all pupils with SEN.
 - (b) Liaising with external agencies, including the educational psychology service and other support agencies, the health service and social services, and voluntary bodies.
 - (c) Contributing to the in-service training of staff.

Other Learning Support staff:

At the Senior School

Mrs S. Reilly

Mrs L. Davey
Mrs J. Sheffield

At the Prep School

Mrs J. Blau
Mrs D. Williamson

At the Nursery

Miss Amy Lee

Together they are responsible for:

- (a) Overseeing the day-to-day operation of the school's SEN policy.
- (b) Liaising with and advising fellow teachers.
- (c) Liaising with parents of children with Learning Difficulties.

Teachers work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Close liaison with the SENCO in the identification of and provision of pupils with LDD.
- Liaison with the Prep School SENCOS to ensure smooth transition of LDD pupils.

Parental Responsibilities – Parents work towards the school's aims by:

- Ensuring that their child attends school in good health and is punctual.
- Being realistic about their child's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments (see parent consultations).
- Ensuring early contact with school to discuss matters, which affect their child's happiness, progress and behaviour.
- Taking an active interest in what their child is learning.
- Allowing their child to take increasing personal and social responsibility as they progress throughout the school.

Pupil Voice for those with Learning Difficulties

Battle Abbey School provides an appropriate and supportive environment in which children can:

- Understand the importance of personal information.
- Be able to express their feelings.
- Participate in discussions that influence them.
- Take on growing responsibility for their own learning.
- Co-operate and work with teachers to achieve their targets.

The Learning Plus Department acknowledges that children and young people should voice their opinions about issues that affect them as individuals and collectively.

Learning Plus: Departmental Organisation

The SENCOs of the Senior, Prep and Nursery Schools are responsible for all the support-teaching undertaken by the Learning Plus Department in their respective schools and liaison with each other. All full and part time Learning Support teachers have qualifications in the teaching of dyslexics and are required to keep abreast of new developments relating to the teaching and assessment of Special Needs pupils by attending internal and external seminars and courses.

Outside professionals visit the schools regularly to carry out assessments to determine the nature of pupils' learning difficulties and to update assessments for examination concessions. Sometimes pupils have assessments with an educational psychologist in an external setting.

The SENCOs are responsible for overseeing the timetabling of support lessons in their own schools.

- (1) Staff – in order that their strengths and interests are utilised as fully as possible.
- (2) Pupils – in order that their support lessons cause the minimum of disturbance to their core curriculum.

Staff are expected to devise individual programmes for each of the pupils that they teach: these should give details of the general provision and should give the long and short term targets set in consultation with the pupils.

Regular departmental meetings are held informally and termly on a formal basis. These meetings are used to discuss policy, individual pupils and areas of concern. Information from these meetings is reported to the Management by the SENCO.

Teaching performance, effectiveness, classroom management, and record keeping is monitored informally by SENCO and by observation of lessons and records.

The lessons and records for each pupil are kept in their individual folders and files.

Tuition

In the Nursery School teachers ensure that children with additional needs are fully integrated into the daily groupings of the children and their routines. Children with additional needs and disabilities are involved in play activities alongside the other children to facilitate inclusion.

In the Prep School the emphasis will usually be on the acquisition of literacy skills by the implementation of an individual multi-sensory, cumulative approach based on a

range of different programmes which may include: DILP, TTRS, Nesy, Wordshark and Units of Sound. In addition, remediation for specific memory weaknesses and organizational skills will be implemented. Work is also carried out at the request of Mainstream staff.

In the Senior School it is anticipated that as pupils move through the school literacy programme and improve their skills, the volume of work in this area will diminish and work in areas more directly related to GCSE studies will increase. Therefore, in Year 7, 8 and 9, the literacy work of previous years is consolidated and aspects such as comprehension, vocabulary, simple study skills and the use of the word processor are developed. Spelling rules and patterns are also emphasized where appropriate, using a multi-sensory approach.

In Year 10, the emphasis is on study skills and support for examination courses. Spelling and reading are taught where necessary. In Year 11 areas covered in Year 9 and 10 are developed.

In the Sixth Form, individual programmes are designed around pupils' A level studies.

Learning Plus Facilities

There are SEN facilities in both the Preparatory and the Senior Schools.

Learning Support at Battle Abbey School provides experienced and specialist one-to-one and small group tuition, mostly on a withdrawal basis for Learning Plus pupils. Support staff also teach in the mainstream school.

- The SENCO at the Senior School (Mrs Frances Rowland) is based at the Senior School but also travels weekly to the Prep School for the purpose of individual teaching of Year 6 and below and of liaison between sites. Mrs Rowland works closely with the staff members of the Prep School to ensure co-ordination between school sites.
- Individual maths tuition is available and is taught by a specialist teacher of SpLd in both schools.
- The SENCOs and all Learning Support staff are expected to keep up with new initiatives in the field of Learning Difficulties. All regularly attend conferences and Inset training.
- An Educational Psychologist regularly makes assessments at the school and is developing an awareness of the staff, students and social atmosphere of Battle Abbey.
- Sussex Children's Services provides OT, Speech and Language of holistic assessments as requested at the Prep School and a Primary Care Trust Nurse provides assessments and links to outside agencies.
- A male and female counsellor is available to work with children as necessary. They provide advice and recommendations for work at the school with individual pupils.

Allocation of Resources

Battle Abbey School is a fee-paying school and further fees are charged to parents of children who receive learning support.

Pupils with learning difficulties who come from Service families are encouraged to apply for the Services Special Needs Allowance. The children who qualify for this (generally children with a Specific Learning Difficulty – Dyslexia, Dyspraxia etc) are then funded by the Services.

The SEN co-ordinator has an annual budget for the provision of textbooks, stationery, computer hardware and software and appropriate educational games.

The school regularly funds in-service training courses so that staff can keep abreast of new developments in learning difficulties.

Learning Plus staff are affiliated to appropriate organisations and attend regular meetings.

Evaluation of Success

This is achieved:

- through liaison - both informal and formal via staff meetings and pastoral board.
- monitoring of progress with termly and half termly reports and pupil profiles.
- monitoring of improvement in confidence and general disposition of pupils by learning support staff.
- the Learning Plus policy is to be made available to all staff through inset and a copy of the policy will be kept in the staff room for reference. A growth in staff awareness of learning difficulties will indicate success.
- IEPs are summarised and posted in the staff room and mainstream staff are encouraged to utilise the information pertaining to pupil's profiles to help organise classroom experiences.
- IEPs and notes on all pupils on the SENIMS register are accessible on the school network.
- Learning support staff and pupils establish individual S.M.A.R.T. targets which are part of the I.E.P.
- Success in generating partnerships with parents is sometimes limited because of overseas domicile. However, every effort is made to inform parents of changes. In practice, we generally see parents at least annually but aim to see them termly. We operate an 'open access' policy where we are available for consultation at any time throughout the year.
- Generally we see an improvement in the reading and spelling scores of the pupils having one-to-one support.
- Learning Plus pupils generally achieve success by attaining good exam results at SATS, GCSE and A Level.

For Evaluating Success

The school's Learning Plus policy will be achieving its aim if:

- All learning difficulties are identified promptly and addressed immediately.
- Children make progress towards becoming independent learners.
- Children progress academically and socially.
- Parents have full confidence in the school's procedures.
- All staff are fully committed to the school policy.
- Children with learning difficulties exhibit growth in confidence and self-esteem.

Admission Arrangements

The school is non-selective and children are accepted providing that their educational and social needs can be appropriately met in the school environment.

A child already receiving help at another school may be admitted to Battle Abbey School. He/she will be transferred to our LDD register if it is believed that the school can fulfil the provisions required by either the educational psychologist's report or a statement of Special Educational needs.

When a pupil has been offered and has accepted a place at Battle Abbey School baseline information is collated from all relevant reports and interview notes. Recommendations about the amount of learning support necessary are made to parents and the SENCO.

The pupils will be assigned to one member of learning support staff and the timing of lessons arranged according to the needs, skills and wishes of the individual pupil/parents.

Procedure:

- Initial information as to the nature of the child's learning difficulties is collated.
- Reports received from the Educational Psychologist or previous school are scrutinised by the SENCO.
- Decisions are jointly made by the Heads at both Schools and their SENCOs and as to whether interviews will be offered.
- Heads and SENCOs interview prospective parents with their child.
- Testing and profiling of candidates will take place, if considered necessary, in order to assess their level of attainment and strengths and weaknesses.
- Requests for Educational Psychologist's report if necessary.
- Children are offered a Trial Day or two before the final offer of a place at the school is made.

It is important that the child, parents and the school all feel satisfied that the school is the correct choice and that the facilities and the help that can be provided are right for the child.

Identification, Assessment and Review *include:*

- An entry profile questionnaire in the Nursery to identify any difficulties and all concerns of carers and parents are carefully considered.
- Identifying the learning difficulties of a pupil prior to entry to the Prep and Senior Schools and putting provision in place from the onset. This provision will be reviewed and monitored regularly.
- Early identification – by using spelling and reading tests, profiling and baseline assessment, we aim to identify most pupils’ special needs within their first term at the school (or **as soon as possible after** difficulties are detected).
- Being proactive when there is a perceived change to a child’s behaviour.
- The commitment of all class teachers to making an initial response to a child’s needs, calling upon other staff or the SENCO for support when necessary.
- The conduct of procedures for the identification, assessment and review in accordance with the Code of Practice following the recommended graduate approach.
- The use of Individual Education Plans (IEPs) and/or notes for staff to record identification of concern and planned action strategies for the classroom.
- Informal discussions held as the need arises to address teachers’ concerns with regard to specific children. The support and advice of colleagues is valued by all teachers at all stages.
- Once a child’s difficulties have been identified, the parents will be contacted and the SENCO, or another learning support teacher will carry out an individual assessment.

Battle Abbey School works closely in partnership with parents regarding the learning difficulties of their children by:

- Informing parents when there is concern with regard to the child’s progress. Offering the opportunity for discussion with the parents on the appropriate course of action.
- Ensuring that ongoing observation and assessment provide regular feedback for the teachers and parents and that the outcomes of such assessments provide the basis for planning the next steps in the child’s learning.
- Ensuring that all parents are aware of the school’s special provision for Learning Plus.

<p>Arrangements for Complaints</p>

Parents are able to complain to either the learning support teacher, the SENCO or the Headmaster at any time.

Considering Complaints *include:*

- Prompt discussion between parents and class/form teacher of any complaint being made. The SENCO will be kept informed and may attend the meeting.
- A procedure to be followed in the event of the initial meeting failing to resolve the complaint. This will involve the Headmaster who will hold a fact-finding meeting after the discussion with the parents, the teachers and SENCO individually. This meeting will be held as soon as possible after the Head’s notification of the need.

- A procedure to be followed in the event of continuing dissatisfaction. Parents may be advised to take their complaint to the Governor with responsibility for learning difficulties.
- Further follow up meetings where necessary.

Use of Outside Agencies *includes:*

- The services of an educational psychologist, a cognitive analytical therapist, an Independent listener and a speech therapist. Discussions are held with the SENCO and class/form teachers about specific children who are giving cause for concern. Some of these discussions will remain confidential within the boundaries of Child Protection.
- Links with the following services who are giving support in meeting the needs of specific children:

Occupational Therapy
 Speech and Language Therapy
 School Medical Service
 Children's Social Care
 Sight Impaired Service
 Counselling and NSPCC counselling

Liaison with Other Schools *include:*

- Contacting the previous school of any child with LDD entering the school at a point to determine how the child will be integrated and to enable the school to benefit from previous knowledge of the child.
- Contacting receiving schools for all children with LDD to ensure the process of transition is smooth and that the receiving school has all the relevant information. In addition the school is always willing to be consulted by a receiving school at any point after a child has transferred if assistance can be given to support the continuity of a child's development.

Links with Other Organisations *include:*

- Regular visits from the school community nurse and school community nursery nurse (Prep and Nursery)
- East Sussex Quality Inclusion Coordinator (Nursery)
- Early Years Teaching and Support Service (Nursery)
- Periodic visits from the school doctor to see boarding children as the need arises and to monitor children whose health is a cause for concern.
- Visits from the specialist services such as the 'sight impaired' advisors, in order to support specific pupils.

- Periodic meetings between School's Designated Child Protection Officer with Responsibility for Children at Risk and representatives from the DCSF should the need arise.
- Attendance at any case conferences related to children from the school.
- Visits, as appropriate, from the Education Welfare Liaison Officer, if the need arises.
- Battle Abbey School has a good working relationship with the Social Care and Support Department at St Leonards.
- Regular in service meetings with 1066 Training
- Mrs Valentino, Deputy Head at the Senior School, is one of a team at 8 local schools that is involved in a SCITT package and 1066 training. Regular in-service teacher training is provided through these links.

Transfer To and From Special Schools

- Any transfer will involve full and frank discussions between parents, Form Teacher, Headmaster, SENCO and the special school.
- For any child entering the school from Special Education, there will be close liaison with the feeder school to help us to develop an appropriate programme of education and to enable us to benefit from the previous knowledge of the child.
- There will be planning meetings involving the Headmaster, SENCO, and the relevant Learning Support teacher, to ensure that the needs of any child entering the school with learning difficulties can be met as fully as possible.
- Regular reviews will be held to monitor the progress of children transferred from the special schools.
- Where any child has a Statement which recommends transfer to a special school:

The child, parents and the SENCO will, if possible, visit the special school.

There will be close consultation between the schools before and after the transfer until all the parties are satisfied that the hand over process is successfully completed.

- The SENCO meets regularly with others involved in provision for children with Special Educational Needs. These include other SENCOs, educational psychologists and representatives of the special school(s).

Transfer To and From Other Schools

- There is liaison with representatives of feeder or receiving schools to discuss the needs of the child.

- Full educational records are passed to receiving schools and sought from feeder schools

Staged Approach (Code of Practice 2002)

Learning Disability in Mainstream Schools

- Battle Abbey School operates a graduated approach to the identification, assessment and teaching of pupils with learning disabilities.
- Battle Abbey School has maintained a LDD register

Early Years Action

Once the SENCO has identified that a child has LDD then they should intervene through **Early Years Action**. 'Intervention should be additional to or different from those provided from the settings usual curriculum offer and strategies' (SEN Code of Practice for Early Education Settings, PLA, 2004).

School Action: Prep and Senior School

- Pupils identified as having difficulties may receive support which is additional to or different from that provided as part of the school's usual curriculum.
- The class/subject teacher together with the SENCO or Learning Support teacher will devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum. This may include individual and specialist lessons.
- An IEP may be devised and monitored and reviewed regularly.
- Class teacher's observations may indicate a pupil experiencing difficulties either with his/her academic progress or with peer group integration.

At this stage, having consulted with parents, further diagnostic testing is undertaken:

This may be:

RAPID profiling system (Prep School)

TOWRE (Prep School)

SDMT (Prep School)

NFER tests (Prep School)

LASS Profiling system

KBIT

MIDYIS

ALLIS

WRAT 3 and 4 for reading comprehension, spelling, maths ability, NVR and single word reading.

Alcock- Handwriting speed.

Kirklees: spelling

Vernon-Warden reading

Some children may be tested using the intuitive overlays.

Additionally, in the Prep School, all students in Key Stages 1 and 2 have their profiles regularly updated.

In the Senior School, all students up to the end of Key Stage 4 are screened each September for reading, spelling and Maths using the WRAT.

Concerns may arise at any time during a child's school career. As a result of investigations, the SENCO will recommend that the pupil should/should not receive learning support lessons. In the case of help being advised, parents are contacted and, where possible, they will meet with the Learning Support teacher to give authorisation for the lessons to commence.

However, if a decision not to give individual help is made, the pupil's progress will remain closely monitored by English Department staff, Form Tutors and Heads of Key Stages (Senior School). This will be monitored by the SENCO or Learning Support teachers. In this situation mainstream subject teachers will provide targets for each child being monitored and these targets will be set by them in the SEN area on the computer and will be regularly updated at half termly intervals.

The Individual Education Plan is implemented (see app. 1) This is constantly under review with the pupil and parents who have an active part in the process. The IEP is available for all staff on the academic network. In addition to this a sample of writing from each child that is taught individually is scanned and placed in the SEN area too.

In some cases if the learning difficulty is severe and may be giving rise to emotional problems an Educational Psychologist report is recommended. The exact difficulty can thus be more fully ascertained. The detailed information gained from the report is invaluable in helping staff to draw up an individual educational programme for the student, based on the strengths and the weaknesses of the pupil's individual learning style. This report also indicates realistic expectation, given the pupil's overall ability. The recommendation suggested by the Educational Psychologist's report will be studied and, where possible, implemented. The relevant findings of the report are also made known to all staff responsible for the pupil's education either by direct communication or via the IEP.

School action plus

Early Years:

If a child continues to make little or no progress despite extra support at Early Years Action the Nursery may consider involving external support services.

Senior and Prep Schools:

Where a pupil has received an Educational Psychologists report recommending the beginning of the statementing procedure, evidence of his/her academic progress across the curriculum and or behavioural evidence will be collated.

The LEA will require evidence to show where the school has acted to remediate the difficulties the pupil is experiencing. On all the relevant factors the LEA make their decision for statementing.

Statutory Assessment

Having received the notification of a statement, the advice from the pupil's report will be implemented where possible and the monitoring procedure put into place. This will entail once yearly review with the pupil, parents, Headteacher, Learning Plus teacher, other outside agencies and the LEA representative which is usually held at the school. If parents undertake responsibility on the statement an internal review is held annually and the SENCO is responsible for filling in the relevant forms and sending them to the LEA.

Review

The learning support teachers will monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of pupils with learning disabilities through half termly reviews of the IEP.

Parents and pupils are invited to contribute to all reviews.

A CAF assessment

may be undertaken, recognising that this will be a

- A joint needs assessment with
- Shared decisions on priorities
- Identification of all available resources and
- Joint plans to deploy them
- The School Nurse, Mrs F. Rowland and Mrs T. Rapley are trained to undertake this assessment.

Examinations and Assessed Work

Arrangements for examinations and tests for children with LDD are made according to individual requirements.

Special arrangements may include:

- Additional time in examinations
- A scribe or transcript
- A reader
- Short breaks for children who have difficulty focusing for longer periods.
- Use of the computer
- Enlarged Script

Special arrangements are made for both school and public examinations.

There are also important pieces of work, such as projects, extended essays and controlled coursework where children with special needs can have support, with extra time, reading and computers and assisted technology where necessary.

There is close liaison with the Learning Plus department at the Senior School and careful transition arrangements are made with the Head of KS3, the SENCOs and the two Headteachers.

There is also important liaison with other Senior, Prep and Prep. Schools over

the transfer of our pupils with special Need and in particular if a Statement or CAF is in operation.

Parental Consultations

- In keeping with the recommendations of the ECM framework, the Learning Plus Department recognises the need to increase the focus on supporting families and carers as they have the most critical influence on children's lives.
- Initially, when concern has been expressed about a child's progress, the parents are contacted and are involved in consultations.
- The parents of pupils who, on entry, are identified as having learning difficulties, are consulted from the outset.
- Regular contact is maintained with the parents, either directly, by appointment or at parents' consultation.
- There are regular parent consultation evenings, which are attended by Learning Plus and mainstream staff.

Reports are sent to parents six times a year.

In the case of Statemented pupils, meetings take place to discuss progress and support and parents are involved in the annual review process.

For some children, outside agencies such as the Speech and Language Therapist or the Educational Psychologist, or Counsellors, may be involved and meetings and appointments are established through the SENCO.

DEVELOPMENT PLANS

for Nursery, Prep and Senior Schools are to be kept as separate documents. The Senior School Development Plan is a work in progress.

GLOSSARY

ALIS: Advanced Level Information System- test to evaluate expected results at GCSE and AS as well as 'A' Level.

CAF: Common Assessment Framework.

CAMHS: Child, Adolescent and Mental Health Service.

DCSF: Department for Children, Schools and Families.

DFES: Department for Education and Schools

ECM: Every Child Matters.

IEP: Individual Educational Programme.

KBIT: Kaufman Brief Intelligence Test.

LASS: Lucid Assessment System for Schools.

LDD: Learning Difficulties and Disabilities.

Learning Plus: The term used by the Learning Support Department for LDD pupils at Battle Abbey Senior School since September 2009.

MIDYIS: Middle Years Information System- tests given on entry to Secondary Schooling to test ability and aptitude for learning (Vocabulary, Maths, Non Verbal and Skills).

NFER: National Federation For Educational Research.

SDMT: Symbol Digit Modalities Test

SEN: Special Educational Needs.

SENCO: Special Educational Needs Co-ordinator.

SENIMS: Special Educational Needs in Mainstream

SPLD: Specific Learning Difficulties.

TOWRE: Test of Word Reading Efficiency

TTRS: Touch Type Read and Spell

WRAT: Wide Range Achievement Tests.

Updated November 2009

Incorporated into one policy June 2010

Updated November 2010

Action by SENCO at Senior School (Frances Rowland)