

SCARISBRICK  
HALL  
SCHOOL

**Special Education Needs  
& Support Learning Policy**



# Special Education Needs Policy: Rationale

The staff of Scarisbrick Hall School recognises that pupils of all abilities and nationalities may experience obstacles to learning, and that a small proportion may have statements of educational needs. Our aim is to provide access to a relevant curriculum for all students. The responsibility for ensuring integration for all pupils with special educational needs lies with all members of staff.

## Development Process

Approval of Policy by Directors

January 2013

Next major review

February 2014

Pupil involvement

Parents' consultation

Staff involvement

Continuous application and review

### **LOCATION AND DISSEMINATION**

A copy of this policy can be found in the Staff Handbook and on the school MLE.

### **THE CONTENT OF THE POLICY AND ITS RELATIONSHIP TO OTHER POLICIES**

This policy should be considered in conjunction with other written policies on Assessment, Behaviour and Discipline, Every Child Matters.

### **SPECIALISMS**

Scarisbrick Hall School has two well-established Support Learning Centres, one dedicated to College and one dedicated to First and Middle School. The majority of pupils using the Centre have varying degrees of dyslexia and/ or dyspraxia, but the Centre has the expertise and resources to deal with other special needs. Pupils who do not have special educational needs but who require support in a particular area of the curriculum, either short- or long- term, may also attend the Centre for lessons.

## Aims

- to fulfil the requirements of the 'Code of Practice' on the identification and assessment of Special Educational Needs;
- to ensure full entitlement and access for pupils with special educational needs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum), so that they can reach their potential and enhance their self-esteem;
- to enable special educational needs pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence;
- to educate pupils with special educational needs alongside their peers, whenever possible, within the normal curriculum, after giving due consideration to the appropriate wishes of the pupils and their individual needs;
- to stimulate and/ or maintain pupil curiosity, interest and enjoyment in his/her own education;
- to meet the needs of all pupils who have special educational needs by offering continual and appropriate forms of educational provision by the most efficient use of all the available resources;
- to share the responsibility of meeting special educational needs by involving the whole staff;
- to maintain the firmly established Support Learning Centre, so as to provide additional support for pupils and a source of reference for the staff;
- to involve parents and pupils in the identification, assessment and delivery of special educational needs and to strive for close co-operation between any agencies concerned and for a multidisciplinary approach to the resolution of pertinent issues.

# Objectives

**The objectives relate directly to the aims of the Support Learning Policy of the school and are intended to show how the structures and systems that are in place actually put the aims into practice:**

- education provision is achieved through full integration into the mainstream school. The Support Learning Centre staff offer advice and INSET (training) opportunities to subject-teachers and departments on employing teaching methods and resources that allow all pupils (irrespective of gender, ethnic origin, academic ability, special needs etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. We consider one of our key roles is to raise awareness of staff in these issues and to support them in delivering the curriculum to maximum effect;
- lessons are conducted in a secure, supportive and disciplined manner. The pupils and staff interact in a manner that demonstrates mutual respect. The staff believe that learning takes place most effectively in the context of a caring relationship and that a good teacher/ pupil relationship fosters trust and promotes self-reliance and initiative and an enthusiasm to learn;
- members of staff use a graded reward system, e.g. direct verbal praise, acknowledgement in assembly of particularly good work, First and Middle school merit points for outstanding effort by a pupil. Bronze, silver, gold and platinum certificates are presented as merit points are accrued. College has a house point system. This encourages all pupils to work to their true potential and to experience a sense of achievement even though they may have special needs (See Assessment Policy);
- in First, Middle School and College all teachers are given details of the special educational needs of each pupil on the Special Needs Register e.g. type of need, differentiation required etc.
- the staff of the Support Learning Centre work out a programme for each pupil who may require withdrawal from a specific subject on the timetable. This is done with the agreement of parents and pupils. Care is taken to ensure that each pupil's curriculum is relevant to his/ her needs, both present and future, allowing access to the different curricular and skill areas. There is regular liaison with the Support Learning Centre staff and mainstream staff about individual pupils, their needs and their progress;
- the Support Learning Centre staff provide expertise in the education of pupils with learning difficulties and individual lessons are taught in the Centre. The specialist work in the Centre is recorded on an Support Learning Programme which is reviewed in February and towards the end of the summer term. Additional interim (ISLP) can be written when needed. Some pupils may have a Learning Support Assistant (LSA) working with them in some mainstream lessons;
- the involvement and interest of the pupil and his/ her parents will influence the effectiveness of any assessment and intervention. Both the parents and the pupil have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/ pupils/ teachers, supported when and where appropriate by other specific professionals and agencies;
- a standard procedure for assessing, monitoring, recording and reviewing progress, both formally and informally;
- a policy of effective management of pupils' behaviour supported by the implementation of the whole school approach to behaviour and discipline.

## Support Learning Leaders (SENCOs)

The role of the Leader involves:

- the day to day operation of the school's Support Learning Policy;
- liaising with and advising members of staff and contributing to the in-service training of staff;
- co-ordinating provision for children with special educational needs;
- maintaining the Special Needs Register and overseeing the records of all pupils with special educational needs;
- liaising with pupils and parents of pupils with educational needs;
- the supervision of all Support Learning Centre staff and preparation of their timetables;
- preparing the Support Learning timetable (apart from EAL students) for individual lessons in the Support Learning Centre;
- keeping the Senior Leadership Team informed about Support Learning matters;
- preparing paperwork for the annual reviews of statemented pupils and attending the review meetings;
- liaising with external agencies as appropriate;
- liaising on a regular basis with the Head;
- preparing information on all special educational needs pupils for all mainstream teachers;
- ensuring all pupils attending the Centre have ISLPs (Centre based).
- a weekly meeting with support staff to discuss any problems, ideas etc

### **ALL STAFF**

All staff are encouraged to:

- share in the responsibility for the successful planning and provision for pupils with special educational needs;
- develop a climate with the school in which each pupil can grow in self-esteem and self-confidence, as a valued member of the school;
- develop individual's strengths, abilities, interests and aptitudes in order to raise a pupil's achievement and allow him/her to fulfil his/her potential;
- celebrate the success of pupils;
- implement the Group Educational Plan where appropriate

# Identification, Assessment and Review Procedures

## STAGES OF SUPPORT:

### Initial Stage

Trigger	Minor concerns about academic progress, either by parent, teacher or pupil. A Record of Concern Form to be completed for Support Learning Leader.
Involvement	Form Teacher / mentor, parents, pupil and SENCOs
Action	Form Teacher / mentor to speak to parents and pupil. Pupil's name to be put on the Special Needs register
Monitoring	Review of progress to be made at Parent/Teacher meetings or after mid-term assessments.
Guidelines	<p>A pupil who, despite receiving differentiated learning opportunities:</p> <ul style="list-style-type: none"><li>makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;</li><li>shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;</li><li>presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;</li><li>has communication and/ or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum will be referred to the Support Learning Centre.</li></ul>

## School Action Stage

Trigger	Referred by Form Teacher / mentor following a review during the initial stage. Direct entry at this stage if special needs warrant this.
Involvement	Form Teacher / mentor, parents, pupil and SENCOs.
Action	Pupil's name to be added to the Special Needs Register if not already on. Screening test/s to be administered by Centre staff. Start individual lessons in the Centre. Individual Support Learning Programme (ISLP) to be written, based on the specialist work in Centre. (The ISLP only records anything that is additional to or differs from the differentiated curriculum plan in place as part of normal classroom provision).
Monitoring and Reviewing	The pupil's progress can be reviewed at any time, but should be reviewed at least twice a year (usually around February, before the writing of a new ISLP and at the end of the school year)

Pupils may remain at this stage or may move to the School Action Plus Stage, when advice is sought from external specialists such as an educational psychologist, the Child Guidance Service, etc.

## School Action Plus

Trigger	Referred as a result of a review at School Action Stage Direct entry at this stage if special needs warrant this.
Involvement	Form Teacher / mentor, parents, pupil and SENCOs. External Specialist to be contacted.
Action	Assessment to be made by external specialist, as in School Action
Monitoring	As at School Action Stage, at least twice a year.

The pupil may remain at this stage or may be referred to the LEA for statutory assessment.

# Admission

## **ADMISSION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS TO THE SCHOOL**

Pupils are normally admitted to the school following a successful Entrance Examination and interview with the Headteachers. For prospective pupils known to have special educational needs, admission will not be solely based on the examination but will refer to a recent report from an educational psychologist and advice from the SENCOs. Special educational needs pupils will be required to have a suitable IQ and work ethic to be able to cope with the academic curriculum of the school. The staff will endeavour to meet the varying needs of pupils joining the school.

### **On entry**

The SENCOs provide additional information to staff about new intake who will be requiring support.

The SENCOs will also provide detailed information to staff about all those pupils on the Special Needs Register.

### **Access to a balanced and broadly-based curriculum**

All our pupils are entitled to a balanced, broadly-based curriculum.

Within the Support Learning Centre teaching and learning programs are provided to allow pupils to develop literacy and numeracy skills which, in turn, helps them to access all areas of the curriculum.

All the facilities of the school, including the wide range of ICT, are available to all pupils.

Departments are encouraged to think creatively about how they can develop alternative means of assessment to allow pupils to show their true potential within a subject area.

There is a wide range of extra-curricular activities available through our e3 programme.

### **After entry**

All pupils enter mainstream classes. Individual pupils are soon identified as requiring extra help. Strategies to provide for this include both support within the pupil's teaching groups and / or withdrawal for lessons in the Support Learning Centre where individual educational programmes are devised.

Continuous observation, identification and assessment of need takes place termly.

Close liaison with parents is encouraged so that any concerns they identify can be dealt with.



## **Integration**

Every pupil is encouraged to develop his / her own talents and strengths, whether they be academic, musical, physical, practical artistic, dramatic or technological.

The individual is also encouraged to participate fully in school life – clubs, choir, sports teams, helping with Open Days, social occasions etc.

Irrespective of any special needs, pupils are actively encouraged to develop personal qualities - reliability, perseverance, honesty, truthfulness, co-operation, consideration, helpfulness, tolerance.

The school works hard to develop a pupil's self-esteem and feelings of self worth and to ensure that he / she participates in his / her individual learning and increases his / her responsibility for learning and behaviour.

## **Review procedures**

In the main the monitoring and review of pupils with any special needs follows the same procedure as that of all pupils in the school.

The targets set for each pupil in his / her ISLP are reviewed and discussed with the pupil twice a year and parents are also given the opportunity to discuss these. For pupils with more significant needs (usually those pupils with Statements of Educational Needs) there are more formal reviews with parents and involved agencies. The views of parents and pupils are actively sought and acknowledged throughout this process.

## **Withdrawal from lessons**

Pupils are withdrawn from mainstream lesson to attend individual lessons in the Centre. The lessons are usually an hour in length and may require the pupil to be disapplied from a certain subject(s) if agreed by the pupil and his/her parents.



# The Role of the Support Learning Centre

The overall aim is:

To provide a setting and atmosphere whereby each child can learn to maximise his/ her own talents and abilities whilst learning to appreciate the difficulties of others.

The Centre provides specialist teaching for any pupil who requires support regardless of age or ability or subject area. It provides a source of reference for all the teaching staff to assist them teach special needs pupils in the classroom.

## **LINKS WITH THE MAINSTREAM SCHOOL**

### **Links with the Senior Leadership Team**

The SENCOs will work closely with the Headteachers to discuss the needs and progress of individual pupils.

### **Links with Subject Leaders**

Part of the regular meetings will be used for discussion on special needs issues as they arise.

### **Links with all teaching staff**

Any member of the teaching staff is welcome to the Centre at any time and may use the resources.

There is regular liaison (as required) between the specialist teachers in the Centre and the teachers of their pupils to discuss progress being made, work being taught and any problems.

A Special Needs Information File is based in the Staff room. This contains articles and information about various special needs and suggestions of good teaching practice when working with a class containing several special needs pupils.

All teaching staff have access to individual pupil's ISLPs via the SLC.

## **PARTNERSHIP WITH PARENTS**

The school recognises the need for effective partnership with parents and endeavours to:

- inform and consult parents when appropriate;
- ensure that parents are notified of any decision by the school that impacts upon support provision being made for their child;
- ensure that parental views are actively sought and acknowledged in relation to their child's support provision.

The Support Learning Centre responds to the need for individual contact on a needs driven basis, providing intensive liaison between home and school as required.

Regular review meetings are held involving parents, pupils, Support Learning Centre staff and teaching staff.

## **CRITERIA FOR EVALUATING THE SUCCESS OF THE POLICY**

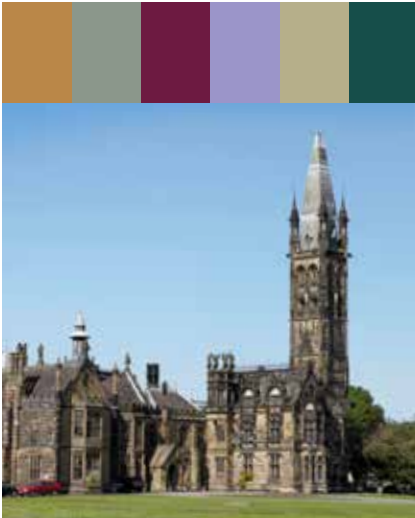
The school considers a number of criteria when evaluating the success of its policy, both quantitative and qualitative.

### **Quantitative**

- MidYIS scores
- Key Stage 1 levels
- Key Stage 2 levels
- Key Stage 3 levels
- Key Stage 4 results
- House Points achieved
- Attendance / truancy / punctuality
- Post 16 placements

### **Qualitative**

- Additional pupil achievements / involvements, accredited or otherwise e.g. in the local community
- Feedback at the end of the year to enable action for the following year
- Staff feedback – IEPs
- Teaching Assistant feedback



## **Scarisbrick Hall. Education for life.**

**Pre-School**  
Age 4

**First School**  
Reception to Year 4

**Middle School**  
Year 5 to Year 8

**College**  
Year 9 to Year 13

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