

IN Policy and Procedure

Policy:

1. To enable each pupil, whatever the degree of special need, to access the curriculum so that they can reach their full potential and enhance their self-esteem.
2. To stimulate and maintain pupil curiosity, interest and enjoyment in their own education.
3. To identify need, assess and provide the most effective support as early as possible for pupils with special educational needs.
4. To involve parents and pupils in the assessment and delivery of individual needs remediation and to strive for close cooperation between all agencies concerned.
5. To teach using a multi-sensory approach and to encourage students to discover their individual learning styles.
6. To meet the needs of all pupils who have individual needs by offering appropriate forms of educational provision by the most effective use of educational resources.
7. To encourage a "whole-school" approach to the provision of support for pupils with learning difficulties and to foster an atmosphere of tolerance and understanding together with high expectations.
8. To ensure that there is no discrimination against students with any physical, sensory or learning disability in the learning environment, whilst taking into consideration the constraints of the historic buildings and site.

OBJECTIVES

1. The school will monitor pupil intake and ensure that pupils with individual needs are capable of coping with the CFC curriculum. Educational Psychologists' reports and other such documents are discussed with the SENCO before final decisions are taken on pupil admission. The school will not discriminate against a pupil on the grounds of his/her disability.
2. The SENCO works with the senior managers of the school with regard to the difficulties some pupils may face with the curriculum. In some cases, a reduced curriculum is advisable and in the Senior School the Individual Needs Department provides small group or individual tuition to support normal curricular work and to enhance key skills in numeracy and literacy.
3. Entry into Year 6 – In order to be promoted to Year 6, children must be able to access the curriculum independently, without the support of an LSA.
4. The expectation of this school is that children can work independently by the start year six and should be able to access the curriculum without the support of an LSA in the classroom.
5. Students that are statemented will be considered for promotion to the next key stage on a case by case basis with the Head of School.
6. The I.N Department offers advice and support generally to subject teachers and other departments on employing

differentiated teaching methods and resources and advice on teaching strategies to allow individual pupils to access the curriculum.

7. The I.N staff provide expertise in the education of pupils with dyslexia, dyspraxia and other SpLDs and provide care and support for a small number of pupils with physical and sensory disabilities.
8. In class support is provided by two Learning Support Assistants and the SENCO. The timetable for support is organised by the SENCO in consultation with Heads of Department, Heads of Year, teachers, parents and the LSAs. This timetable is adapted continually according to the changing needs of individuals. I.N staff are expected to have a sound knowledge of the schemes of work of the departments in which they are providing support and where possible help to prepare differentiated material.
9. The SENCO and I.N staff ensure that subject staff are fully informed as to the special educational needs of any pupils in their charge. Where appropriate, subject staff are given details of Reading Ages and other screening data. The I.N Department holds records of all pupils on the I.N register. A copy of the I.N register is accessible to all staff on the staff shared network and is regularly updated. Staff are also encouraged to consult individual pupil files in the office of either the Senior School secretary or the SENCO.
10. IN staff are expected to prepare I.E.P.s for the pupils they teach in Years 7, 8 and 9 and to monitor their progress. I.E.Ps are reviewed at least twice a year. They are set in November, reviewed in February, adjusted or rewritten and reviewed again in June.

PERSONNEL

1. The overall responsibility for Individual Needs lies with the Headteacher.
2. The responsibility for the management of I.N provision lies with the SENCO. She is supported by seven part-time I.N teachers together with five classroom assistants, four of these are attached to pupils with Statements of SEN and another is a floating resource for provision of in-class support as necessary.

IDENTIFICATION

1. Identification of pupils with individual needs is achieved through:

- Information from feeder schools.
- Information from Claremont Fan Court Junior School. There are two main meetings during the Summer term for Autumn term entrants. One meeting involves Yr6 teachers, Yr7 Head and Heads of English and Maths, together with the SENCO. Subsequently, the SENCO liaises with Junior School I.N teachers to discuss continuity of individual provision.
- Referrals from teachers, parents or pupils themselves.

- Screening information from School Entrance Test, SATs results, NFER Reading and Spelling Tests and CAT tests administered in the year in which the pupil joins the school (Yrs 7-9). CATs assessments are held in the last week of September and first week of October.
- Information supplied from Educational Psychologist, Occupational Therapists, Speech and Language Therapists and other such specialist reports.

ASSESSMENT

- Performed informally by I.N staff and the SENCO.
- Performed formally by the SENCO, IN staff and also by independent Educational Psychologist, Occupational Therapist and Speech Therapist.

PROVISION

As outlined in the SEN Code of Practice (2001) there are three stages of provision: School Action, School Action Plus and Statement of Special Educational Need. The Senior School has an additional stage of Monitoring Only (MO).

Staff are alerted to pupils with needs via the I.N register plus relevant screening data.

Monitoring Only

The majority of pupils at CFC who have a diagnosed learning difficulty do not require additional teaching support but may need particular strategies or time allowances in lessons or access arrangements, such as extra time, in examinations. These pupils are detailed on the IN Register as MO, monitor only. This raises staff awareness of a pupil's learning difficulty and needs for particular strategies or testing arrangements in lessons.

School Action

Pupils at School Action usually receive support in the IN Department or follow a reduced curriculum. I.N staff provide in-class support as well as individual or small group support where required. Parents may be alerted to ongoing difficulties and individual or small group tuition may be recommended at an additional cost. Pupils generally receive one support lesson per week and this is organized by withdrawal from subject lessons such as modern foreign languages, drama, music, art and technology. In practice, this means that the subject chosen for withdrawal is given up. If this subject involves more than one lesson, for example, French or German, pupils use the free lesson for supervised private study in the library.

Where the I.N staff and the SENCO feel it appropriate, parents may be asked to seek an independent Educational Psychologist's, Speech & Language Therapist's or Occupational Therapist's assessment. Teachers are alerted to the needs of the pupil and guided by the recommendations of the report and, where necessary, individual or small group tuition is also implemented

Progress is monitored informally and formally. Teaching staff differentiate both by delivery and expectation, providing differentiated teaching material where required.

School Action Plus

Pupils at School Action Plus are those who require more extensive additional support in school in core subjects and who follow a reduced curriculum in order to accommodate this. Additionally pupils are placed on this stage if they require additional support from experts in their field outside of school.

Statemented Pupils

The Statement is a document which sets out both the educational and non-educational provision required by the pupil to access the curriculum. The LEA usually, but not necessarily, makes funding available to the School, as set out in the Statement but the School is responsible for the employment and training of classroom assistants. The LEA does provide a certain amount of INSET. The SENCO, on behalf of the Headteacher, is responsible for arranging liaison with the LEA Advisory Teachers, fulfilling the requirements laid down by the statement, carrying out the Annual Review and producing the subsequent report, which is sent to the LEA and interested parties.

ACCELERATION GROUPS

In Years 10 and 11, some students are advised to follow a slightly reduced curriculum. They would join the Acceleration Group instead of one Option subject. In the Acceleration Group lessons students are given extra support in English and Maths, learn Study Skills and are given opportunity to do Prep under supervision and guidance.

GIFTED AND TALENTED

The Senior School has a Gifted and Talented Coordinator who identifies pupils for inclusion on a Gifted and Talented Register. The Coordinator liaises with the head of Individual Needs over the identification of pupils. Identification is made in a variety of ways which includes CAT scores, IQ scores, Maths Challenge results, GCSE results and through consultation with staff regarding outstanding performance or coursework. Departments cater for gifted and talented pupils in several ways ranging from differentiated work or projects to attendance at lectures and involvement in competitions or challenges.

The Gifted and Talented Policy for the Junior School is available on the Whole School Z Drive/policies.

JUNIOR SCHOOL

The above policy and objectives are similar for the Junior School in almost all areas. The structure of the department differs in that there is a part time SENCO in the Lower Juniors who is also an IN teacher teaching children for one or two lesson per week which can sometimes be shared lessons.

In the Upper Juniors the SENCO is presently the Head of Junior School and there are 4 part time qualified IN teachers teaching children individually from one to three lessons per week. They work closely with the form teachers and timetables are negotiated together to best suit the needs of the child and the constraints of time.

In the Junior School there are several LSAs working to support individual children. They are either funded by the LEA if a child is statemented or by the parents if the Head deems their support necessary. Their timetables are arranged by the SENCO in consultation with form teachers, parents and the LSAs. The timetables are adapted according to changing needs.

The SENCO ensure that staff are fully informed as to the special educational needs of any pupils in their charge. Where appropriate, staff are given details of Reading Ages and other screening data. The SENCO holds records of all pupils on the I.N register. A copy of the I.N. register is accessible to all staff on the staff shared network and is regularly updated. Staff are also encouraged to consult individual pupil files in the offices of either the Lower Junior or Upper Junior School secretary or the SENCO.

IN staff support teachers in the preparation of Targets and I.E.P.s for the pupils they teach and also monitor their progress.

All children in Reception are given the DEST assessment in the Autumn term. During that year those children considered at risk in any area follow a programme of activities to develop that area of weakness. Those at risk are assessed again in the summer term.