



ROEDEAN  
MOIRA HOUSE

# ROEDEAN MOIRA HOUSE SPECIAL EDUCATIONAL NEEDS POLICY 2018-2019

Introduction  
Staff responsible for SEN  
Aims and objectives  
Range of special needs  
Identification  
Assessment  
Intervention  
Monitoring and evaluation  
Roles of coordinator  
Allocation of Resources  
Learning Support Charges

## Introduction

This policy is for the whole school, including the EYFS.

Roedean Moira House is an independent, mainstream school which does not cater for the wide range and degree of learning difficulties, behavioural problems or physical and sensory disabilities that are typically found in larger, state schools. However, it is recognised that a small percentage of pupils might have Learning Difficulties or Disabilities (LDD) of some kind during their years at Moira House and that these needs must be addressed if pupils are to achieve their full potential.

A pupil is designated as having LDD if she has emotional, behavioural, mental or speech and language difficulties or physical and sensory impairments which impede the learning process to the extent that additional support is necessary.

As Roedean Moira House is an independent school, it is not bound by the Code of Practice, with the exception of the EYFS which does follow the code of practice. The Learning Support Department will, however, use the guidelines incorporated in the SEND Green Paper 2013 as a framework in the identification, assessment and delivery of SEND. The key areas of implementation involve the early diagnoses and assessment of pupils identified as experiencing difficulties with the learning process, adopting a child-centred approach in line with the Achievement for All Programme with continued assessment and planning for each LDD pupil. Close progress monitoring is embedded in the learning support framework.

## Staff responsible for SEN

**Dawn Karkach**, Lead Teaching Assistant

Overall responsibility for SEND in Moira House School. Ensuring support is provided to pupils requiring additional support due to a SEND need. Also carries out assessments of pupils in Pre-Prep, Lower Prep, Upper Prep and Senior Schools, and offers specialist tuition interventions.

**Mrs K Pont**: Teaching Assistant in the Lower Prep

**Mrs G Burt**: Teaching Assistant in the Pre-Prep

**Mrs D Karkach**: Teaching Assistant in the Lower Prep and Upper Prep

**Mrs Jo Brown**: Teaching Assistant in the Seniors

### Aims and Objectives

1. To ensure full entitlement and access for LDD pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) to enable them to reach their full potential and enhance their self-esteem.
2. To boost skills in numeracy and literacy so that pupils may access the curriculum and develop independence in learning.
3. To educate pupils with LDD alongside their peers within the normal curriculum, thus timetabling individual support lessons outside periods allocated to mainstream subject teaching.
4. To identify and assess pupils with LDD as early as possible to avoid loss of confidence and self-esteem.
5. To raise staff awareness of the particular problems experienced by LDD pupils, and advise how these needs can be met in the mainstream classroom, particularly in the implementation of suggested interventions.
6. To fully involve parents and pupils in the identification, assessment and delivery of SEND, particularly in the implementation of suggested interventions.

## SEND Practice in the School

### Range of LDD

The range of LDD in the School includes pupils with emotional and behavioural difficulties whose needs are met by the pastoral care staff. Pupils with emotional problems can receive help from outside professional counsellors if requested.

The range of educational needs includes Moderate Learning Difficulty, second language learners, and pupils with dyslexia, dyspraxia, sensory impairments, Attention Deficit Disorder and specific language difficulties. There are currently no pupils with a Statement of Special Educational Needs at Moira House School.

### Identification

Pupils are usually identified as having LDD following teacher concerns.

In the Pre-Prep and Lower Prep the class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the Lead TA assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The Lead TA works closely with parents and teachers to plan an appropriate programme of support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Lead TA can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Pupils in the Upper-Prep, Senior and Sixth Form are assessed at regular periods using the School Report system and tutors raise under-achieving pupils as a cause for concern at the Heads of Pupil Progress Review meeting which fortnightly. Regular screening for reading and spelling is carried out during KS3 using standardised assessments to monitor progress in literacy. Pupils underachieving academically are flagged up via regular whole school monitoring systems. Such pupils are then followed up by the Lead TA who will check previous educational records if the pupil has newly arrived at the school, look at samples of work and speak to the pupil and parents concerned about the perceived areas of difficulty. If it is felt that further intervention is needed, an assessment is carried out following parental agreement.

The Lead Teaching Assistant will assess children and diagnose special areas of difficulty. She can then offer guidance to teachers by recommending suitable teaching strategies to support the LDD pupils in their learning. If further investigation is recommended she will recommend how to proceed.

### Assessment

A range of tests are given during the assessment, the choice of tests depending upon the age of the pupil, and the type of difficulties reported. The aim of the assessment is to provide a general profile of strengths and weaknesses, and to measure educational achievements in literacy and numeracy against learning potential. This is to ascertain whether the learning difficulty is a specific one, such as dyslexia, or whether the pupil has generalised problems with learning. Recommendations for intervention are made in the written report.

If the learning difficulties are perceived as very unusual or complex, it is recommended that outside professionals such as Educational Psychologists or Speech Therapists are brought in, if parents give their consent.

### Intervention

#### (a) Nursery

If our assessments show that a child may have additional needs, the key person would discuss with the Lead TA the concerns they have. They would then compile a plan as to what to do next. We would then discuss with the parents the plan that has been compiled and the way forward.

#### (b) Junior School

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The Teaching Assistant (TA) might also provide extra support. The class teacher will keep parents informed and draw upon them for additional information. Lead Teaching Assistant, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The Lead TA will then take the lead in further assessments of the child's needs.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's LDD. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

If the learning difficulties are perceived as very unusual or complex, we will consult parents and recommend that outside professionals such as Speech Therapists or Educational Psychologist are brought in. This may lead to additional or different strategies to those being implemented. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting. The school works closely with parents in the support of those children with LDD. We encourage an active partnership through an ongoing dialogue with parents. We have regular meetings to share the progress of LDD with their parents.

(c) Seniors and Sixth Form

If a pupil is identified as having LDD following an assessment made by the Lead TA or outside professional, the parents are informed about the recommendations for intervention made in the report. In consultation with the parents, the necessary provision is implemented and the pupil added to the register of LDD pupils. This is posted in the Common Room and provision mapping for each LDD pupil is made available on the school system for staff access. Subject staff are provided with notes summarising the nature of the learning difficulty and guidelines on ways to support the pupil in the classroom. Very often the intervention involves specialist tuition to boost literacy skills, or to work on specific skills including reading comprehension and study skills.

**Monitoring and Evaluation**

All monitoring is logged on PASS, our school management information system.

(a) Nursery

The Lead TA and key person will monitor the child and ensure all relevant support is provided. Parents will be kept informed at all stages.

(b) Junior School

The Lead TA monitors the movement of children within the SEND system in the Junior School and is involved in supporting teachers and the TAs. The Lead TA meets regularly with the TAs and teachers to review the work of the school in this area.

The length of time a pupil receives support, or the amount of extra help given, depends on the nature of the difficulty. Some pupils need only a little boosting and quickly learn how to help themselves. Others might need direct support for several years. The decision to discontinue learning support is jointly made by the Teacher, Lead TA, pupil and parents.

Pupils who no longer receive direct support are still kept on the LDD register and staff made aware of their difficulties. The Lead TA continues to monitor all such pupils. Some pupils may qualify for 25% extra time in their public examinations and attempts are made to give them extra time in school class tests and internal examinations.

Parents are kept informed of their child's progress by means of end-term reports and parents' evenings. Standardised reading and spelling tests are carried out annually and the results are recorded on the pupil record sheets.

(c) Seniors and Sixth Form

In Seniors, where appropriate, a provision map will show the short term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place twice a year. For Senior and Sixth Form pupils teacher guidance sheets are drawn up following internal school assessment and Educational Psychologists assessments. The teacher guidance sheets show the recommendations from the assessment reports.

Parents are kept informed of their child's progress by means of end-of-term reports, personal contact or yearly reviews. The Lead TA monitors the general academic performance of LDD pupils by means of grade cards, test results and feedback from subject staff. In the case of pupils receiving literacy support, standardised reading and spelling tests are carried out annually to monitor progress. Each LDD pupil has a record sheet on which these results are recorded.

The length of time a pupil receives support, or the amount of extra help given, depends on the nature of the difficulty. Some pupils need only a little boosting and quickly learn how to work independently. Others might need direct support for several years. The decision to discontinue learning support is jointly made by the Teacher, Lead TA, pupil and parents.

Pupils who no longer receive direct support are still kept on the LDD register and staff made aware of their difficulties. The Lead TA continues to monitor all such pupils. Dyslexic pupils qualify for 25% extra time in their public examinations. This provision will also apply to school class tests and internal examinations, if the timetable allows for this.

LDD pupils requiring special examination arrangements such as a reader or scribe will receive this provision in liaison with the School Examinations Officer, with evidence of requirement from a suitably qualified professional, e.g. an Educational Psychologist.

### **Role of the Lead TA**

The role of Lead TA is to:

- Manage the day-to day operation of the policy;
- Co-ordinate the provision for and manage the responses to children's LDD
- Support and advise colleagues
- Oversee the records of all children with LDD
- Act as the link with parents
- Act as link with external agencies and other support agencies
- Monitor and evaluate the LDD provision and report to the governing body
- Manage a range of resources, human and material, to enable appropriate provision for children LDD
- Contribute to the professional development of all staff.

### **Allocation of resources**

The Lead TA is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The Lead TA draws up the resources bid annually.

### Learning Support Charges

Charges are made for timetabled lessons which are included in the parents' bill, payable in advance.

LENGTH (PER WEEK)	TYPE OF SUPPORT	COST	FREQUENCY OF PAYMENT
30 MINUTES	SHARED SUPPORT LESSONS (3 PUPILS)	£17.00	PER LESSON
30 MINUTES	SHARED SUPPORT LESSONS (2 PUPILS)	£20.00	PER LESSON
30 MINUTES	INDIVIDUAL SUPPORT LESSON	£28.00	PER LESSON
1 HOUR	INTERVENTION GROUP	£150.00	PER TERM
5 HOURS	SHARED IN-CLASS SUPPORT	£245.00	PER TERM

### **Related policies and documents**

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Complaints Policy (Parents)
- Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: June 2018

POLICY REVIEWED BY SCHOOL COUNCIL:

NEXT REVIEW: