

Hulme Hall Grammar School

Learning Support Policy

Introduction

Hulme Hall School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

Hulme Hall School recognises the government's initiative for Every Child Matters, has regard for the SEN Code of Practice (2001) and the Disability Act (2001) as outlined in the Disability Rights Commission. We believe in inclusive education and that all children have an entitlement to a broad and balanced curriculum. As such provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The governing body, Head teacher, SENCO and all members of staff have important responsibilities.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEN.
- To enable children with SEN to maximise their achievements and become confident learners.
- To ensure that the needs of children with SEN are identified, assessed, provided for and regularly reviewed.
- To ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To encourage all members of the school, teachers and students to develop an awareness and respect for individual differences and alternative ways of learning.

Roles and responsibilities.

The governing body in line with 1.39 of the Code of Practice and in co-operation with the head teacher will determine the school's general policy and approach to provision for children with SEN, establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The head teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The head teacher will keep the governing body informed and work closely with the school's SEN coordinator and team.

All teaching and non teaching staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. It is their responsibility to be aware of the special needs register, be aware of individual students needs, ensure that they have up to date knowledge of the implications of SpLD, dyslexia, dyspraxia and ASD and ADHD.

Teachers should also liaise with the SENCO to identify areas of difficulty in their subjects and agree appropriate strategies and targets.

The SENCO and team work closely with the head teacher, senior management and fellow teachers. The SENCO has responsibility for the day to day operations of the school's SEN policy and for coordinating provision for pupils with SEN particularly through School Action and School Action Plus. The SENCO will also maintain the special needs register, oversee records of students with SEN. Coordinate and apply for exam access arrangements. Contribute to admissions interviews where appropriate. Liaise with external agencies. Produce an IEP at School Action Plus. Liaise with parents for both academic and pastoral needs.

Admissions Arrangements

We as a school aim to be truly inclusive and non- discriminatory. Children with special needs are welcomed and admitted according to the same criteria as all other children. We follow the Disability Discrimination Act guidelines(1995) whereby a child cannot be refused a place on the grounds of special educational needs or disability unless no reasonable adjustments can be made to meet their needs.

All students in the senior school take an entrance exam. This is usually in the form of an English and Maths paper and with the exception of the 11 plus exam, all students have a base line assessment. Some students will be recalled for a base line assessment after the 11 plus exam if we suspect there may be underlying difficulties. The Junior school pupils only have a base line assessment and spend the day in school. Assessments are followed by an interview with the Head Master. The criteria for entry is not based upon a pass mark on the entrance paper. Rather we look at potential and if the school is in a position to help the student reach their potential.

Specialised Provision and allocation of resources.

The Senior school has a suite of nine teaching rooms available for SEN withdrawal. There are four desktop computers and two laptops. The Junior school has three teaching rooms available for SEN withdrawal. There are three desktop computers available. The school has a specialised department for support for dyslexic and dyspraxic students. The school also accommodates some children with autistic spectrum disorder and ADHD.

At the time of writing there are eight senior support staff and six junior support staff plus the SENCO. We observe the progress that all children make, we record progress and share it with parents/ carers regularly.

Identification, Assessment, Provision and Review

At Hulme Hall we follow the Code of Practice guidelines for the identification of special needs and the implementation of a learning support programme within the context of the school.

In line with the Code of Practice point 5.11 we believe that early identification and provision for students who may have a special educational need is fundamental to our students' success.

All students are screened on admission in conjunction with the entrance assessment –point 5.7 and 6.10 of the Code of Practice and the base line assessment which takes place in the first half term of Year 7. Students are screened for reading, arithmetic, spelling, comprehension and auditory recall and learning style. We use the WRAT 4 for these assessments and further test for

potential using The British Picture Vocabulary Scale for verbal IQ and the Ravens Matrices for non verbal IQ.

Areas of concern will be discussed at the head teacher/ parent interview before an offer is made and in some cases the offer will be made on condition the student accepts support. Offers are usually made on the basis of potential rather than achieving a specific pass mark on the entrance exam.

Some students will be accepted on School Action. Where this is the case, information is passed to the subject teachers and they are asked to monitor progress and if problems arise report back to the SENCO.

The majority of students identified with SEN will be on School Action Plus.. Generally speaking we don't have many children on School Action as we believe if they need support proactive intervention is preferable. Students will usually have three 40 minute lessons of support with withdrawal from a MFL. Where students need more support the student will follow no MFL and receive six 40 minute lessons of support. In the Junior division the withdrawal timetable is arranged with individual class teachers. The level of support depends on the individual students needs and will vary from student to student.

The SENCO will be responsible for organising a suitable programme of support based within the guidelines of School Action and School Action Plus. Point 5.34 to 5.54 of the Code of Practice.

Further investigation from external agencies may be required. The SENCO will be involved with the arrangements and implementation of recommendations.

Any member of staff or parent can request a full assessment at any time in accordance with point 5.45 of The Code of Practice.

Students on School Action Plus will have an I.E.P which will outline details of the course they will be following; The IEPs are used by the Learning Support team and are reviewed by the SENCO.

Parents are encouraged to support their children by hearing them read on a regular basis and reinforcing the multi-sensory spelling programme. We have an open door policy for parents who are welcome to have meetings with the SENCO at any time to discuss the support programme and progress.

Record Keeping

IEPs and records of progress and reviews are kept in the School Office under lock and key to meet with the guidelines on data protection but staff have full access to these on request. Copies are also kept in a locked cupboard in the Learning Support department but care plans are given to staff and it is their responsibility to keep these confidential. The department keeps records of additional provision this is shared with staff. Records are updated bi-annually in the autumn and summer term.

Access to the curriculum and inclusion

All children and young people have the entitlement to a broad, balanced and relevant curriculum. All children and young people with SEN are taught for most of the week with their peers in main stream classes by a class / subject teacher and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to provide suitable learning challenges, meet the children's diverse learning needs, and remove the barriers to learning and assessment.

With advice from and the support of the SENCO/ SEN team, teachers match the learning to the needs and abilities of each child or young person. They use a range of strategies to develop the child's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided by Learning Support assistants to enable children and young people with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference, because of this the school and teachers regularly review classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

The potentially negative impact of withdrawal sessions is limited because the Learning Support plays such an integral part of school life and in this school is seen as the norm rather than an imposition.

Access to the wider curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities by way of lunch time clubs, annual performances of the Arts and Drama, Music lessons and sporting opportunities. SEN students who have a particular talent are encouraged to fully participate in such activities and in many cases blossom with their confidence and self esteem. Students who experience social isolation because of their Special Educational Need are encouraged to participate but can have quiet time in the Learning Support Department or Year tutors areas.

Monitoring and evaluating the success of the education provided for children and young people with SEN

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including regular observation of teaching, analysis of attainment and achievement, success rates in respect of IEP targets, post 16 destinations of young people with SEN, scrutiny of teachers' planning and children's work, the views of parents and the child or young person, maintenance of assessment records that illustrate progress over time and regular meetings between SENCO and class/ subject teachers, HoDs, pastoral heads and teaching assistants.

Arrangements for dealing with complaints from parents

School specific and must accord with the procedures agreed by the governing body.

Arrangements for In-Service Training

Externally accredited courses. Internal training for Learning Support team with planned programmes regarding different categories of SEN.

The partnership with parents/ carers of children with SEN

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education. They will have knowledge of their child's entitlement within the SEN framework and make their views known about how their child is educated. We have full and open consultation with parent/ carers. Concerns are recorded and acted upon. Parents can phone into school or e-mail and generally are responded to within 24 hours by one of the LS team. The school has an open door policy offering informal chats as necessary and formal discussions by appointment.

The partnership with children

We involve the students in their own learning, targets are set through PEN marking which is either given verbally or written at the end of each piece of work. Objectives are set out through AFL at the start of each lesson. We celebrate both success and effort with praise and merits and the children are encouraged to celebrate their own success and that of other. Students are encouraged to comment on their support programmes and to be proactive in seeking help.

Physical Access

The school has limitations because of its layout and is not suitable for wheel chair users. However where there are minor mobility issues we allow students to leave classes early so they can move around the corridors unhindered, passage ways are kept clear for Health and Safety issues and steps are clearly marked. We organise buddies to help carry books and belonging and we make allowances for them carrying bags between lessons. We also organise specialist equipment for practical subject and in class support. Children with hearing difficulties or sight difficulties are sat at the front of classes and modified exam papers, scribes etc are organised for external exams.

Monitoring and reviewing the policy

The effectiveness of the policy is reviewed by the SENCO and senior management team. The policy is reviewed annually. Views of parents/ carers and their level of involvement is monitored and kept as evidence by way of telephone and interview sheets. The policy will be reviewed again in the autumn term of 2010.