



**PACKWOOD HAUGH SCHOOL  
(Including EYFS)**

**Special Educational Needs Policy  
(including information on EHC Plans)**

<b>Authorised by the Governing Body:</b> Yes	<b>Date:</b> 17/10/2024
<b>Produced by:</b> Sue Rigby 01/09/2024	
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<b>Date of Review:</b> 17/10/2025	
<b>Signed:</b> <i>James Pitt</i> , Chair of Governors	

## **Special Educational Needs Policy** **(including information on EHC Plans)**

This policy can be made available in large print or other accessible format if required.

This policy will be reviewed on an annual basis.

This document is a whole school policy and endeavours to convey the idea of a united school whereby we aim to secure the best for all pupils as individuals. This approach means that every effort is made to promote a positive school climate that recognises the right of pupils with special educational needs not to stand out from their peers.

We believe that the ‘purpose of education for all children is the same ..... but the help individual children will need will be different.’ (Warnock 1978)

Consequently our aims are:

- ❖ To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- ❖ To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- ❖ To develop skills in identifying children with learning problems and construct suitable programmes of work.
- ❖ To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- ❖ To effect a programme of support and referral that will enable children to receive the help they need quickly and effectively.
- ❖ To inform parents of the needs and progress of their child and to work in partnership with them.

Children with special educational needs include those with learning difficulties, a physical disability that affects learning, emotional difficulties, social & communication problems, a different level of achievement of that of their peers.

### **ARRANGEMENTS FOR CO-ORDINATING PROVISION**

The school has a special educational needs co-ordinator (Head of Learning Support), Susan Rigby, who is responsible for co-ordinating special educational needs provision within the school. She will provide support and advice to staff, liaise with the external agencies and parents and monitor and develop special needs provision. Her job description is attached in the appendix to this policy

### **IDENTIFICATION, ASSESSMENT & REVIEW ARRANGEMENTS**

Each class teacher is responsible for the learning and development of all the children within his/her class, including those with special needs. Teachers are responsible for informing the Head of Learning Support of any concerns that they may have regarding the children and, if appropriate, they will then inform the parents of their concerns. The Head of Learning Support will also use the information and/or assessments that are sent from previous schools to help in deciding what support a child may need. She will also use the data from the annual cognitive abilities tests, reading age tests and spelling tests to help identify any child that may be in need of some additional support. The Head of Learning Support will then, if appropriate, arrange for an internal assessment of the child to be carried out. The parents will be sent a copy of the report and will have the opportunity to discuss the issues with the Head

of Learning Support or her assistant. The Head of Learning Support will also inform the relevant staff of the concerns highlighted by the assessment. The appropriate strategies and programmes will be instituted to support each child. The parents are updated each term on the progress of their child, through end of term reports and meetings/conversations with parents.

A copy of the referral policy is included in the appendix.

**EHC Plan:** Any child with an EHC plan will have the relevant information passed on to the staff involved with that child and the Head of Learning Support will ensure that their needs(both educational and welfare) are met and make arrangements for the annual review of the statement/plan.

## **INTEGRATION & ACCESS TO THE CURRICULUM**

We undertake to ensure that children with special needs have access to the full breadth of the curriculum.

- In keeping with the Equality Act 2010, Packwood Haugh School endeavours to include all pupils and provide the support required to enable the pupils to access the curriculum and the activities and opportunities that are offered. Reasonable Adjustments” that the school does make:
  - Streaming of classes and setting of some subjects takes place from Year 3 upwards;
  - Differentiation takes place in the classroom;
  - Teaching assistants are placed in lessons to support the less able children or those with particular needs;
  - Advice is given to all staff on techniques and strategies to employ when teaching children with difficulties (Head of LS & Speech & Language Therapist);
  - Laptops/iPads can be used where appropriate;
  - Scribing takes places in lessons where needed;
  - Work is read to children with reading difficulties;
  - Photocopied work is provided for children with recording difficulties
  - Additional time to complete work is provided;
  - Lessons designed with short tasks for children with concentration difficulties;
  - Key words displayed in classrooms and stuck into exercise books;
  - Visual or pictorial clues for tasks and instructions provided;
  - Significant adult provided for children with Asperger’s Syndrome;
  - Handwriting support provided;
  - Movement programme provided for children with dyspraxic difficulties;
  - Coloured overlays provided;
  - Tasks broken down into stages;
  - Pupils sat in appropriate places within a classroom;
  - Communication and support provided for parents;
  - Structured routine;
  - Bags for children with ASD to organise belongings;
  - Specialist pencil grips or handwriting pens

- Specialist assessments over and above the routine assessments carried out in school (annual verbal, non-verbal & number tests; reading age and spelling age tests and Progress in Maths and Progress in English tests);
- Liaison with outside agencies such as Sensory Inclusion Service and Children's Services;
- Provision of amanuenses and readers in exams where required
- Provision of vocabulary books

'Learning Support' is offered to parents, following discussion with them, as an additional service and is provided over and above the adjustments that are made in the classroom to meet the needs of the pupils (including EYFS) at Packwood.

## **RESOURCES**

There is a special needs resource base which is administered and updated by the Head of Learning Support.

When learning support is available, priority is given to the promotion of literacy and numeracy. However, we aim to remain as flexible as possible in meeting the differing needs of children and may use learning support in other areas where appropriate.

The teaching assistants in the school provide support in the classroom and in hearing the children doing phonological work, reading, maths exercises, movement Head of Learning Support.

All staff are given a copy of guidance in teaching children with special educational needs.

## **PARENTS IN PARTNERSHIP**

We recognise the importance of effective dialogue between teachers and parents. Parents are kept informed of their child's progress on a regular basis at school parents' meetings, by telephone contact, one-to-one meetings between the support teacher and the parents and twice yearly reports. The school gains the consent of the parents before conducting an assessment of their child or before arranging specialist tuition with the learning support teachers.

Should any parent be dissatisfied with the school's efforts on behalf of their child, they will be referred to the Head of Learning Support and/or the Head so that the situation can be investigated and if necessary improved.

## **LIAISON WITH OTHER SCHOOLS & AGENCIES**

The school is able to offer in-house testing by Jo Kapella, the Assistant to the Head of Learning Support, who holds a Joint Council for Qualifications approved qualification and the Assessment Practising Certificate. The school has established contact with Rachel Johnson, an Educational Psychologist who is able to visit the school to test children when requested. Children have also visited Dyslexia Action at Wilmslow or Stone or the Dyslexia Unit at Bangor University in order to be tested.

The school has access to a speech and language therapist, Sue Gowers, who can both assess and provide therapy for children at school.

Contact has been made with the special needs co-ordinators in other independent schools in the area and Jo Kapella attends the termly meetings.

The school also has contact with the local authority SEN advisers, LSAT, the Sensory Inclusion Service, the Occupational Therapy Service, Educational Psychologists, specialist optometrists and the Children's Services Department.

## **TRAINING**

The Head of Learning Support and learning support teachers are encouraged to enrol on external training courses and this knowledge is then passed on to the peripatetic staff and general staff as appropriate.

Appropriate in-service training for the general staff takes place as part of the school's general training programme.

Staff have access to strategies and advice for teaching children with special educational needs.

## **PLANNING & RECORD KEEPING**

An Individual Education Plan is written for each child that receives learning support. This outlines the targets set for the child, the resources to be used and the number of lessons that the child receives per week.

A Pupil Profile is written for and with each child outlining their difficulties, strategies to help them in the classroom and their views on how they learn and what would help them to learn. These are stored electronically and in hard copy in the staff room for all staff to access.

A file is kept on each child containing any assessments or Educational Psychologist reports, termly reports, correspondence and details of any conversations with parents and a record of the child's reading and spelling progress and cognitive ability scores is kept on the database.

A précis of the difficulties experienced by each of the pupils is kept on their database files. A copy of all Educational Psychologist reports and internal assessments are kept in the staff room, a précis is included on the school database and a copy of the précis is emailed to all staff.

## **PACKWOOD ACORNS (INCLUDING EYFS)**

Sue Rigby, Head of Acorns and Head of Learning Support is the SENCO for Acorns

Pupils are discussed each week and where concerns are raised this is shared with the Head of Learning Support. Where there is a concern the cycle of action, 'assess/plan/do/review' will be implemented in conjunction with the class teacher and the parents.

Where it is felt appropriate meetings are arranged with the parents and IEPs and Pupil Profiles are written.

This information is all recorded on the child's file by using the 'Notes from a Meeting with Parents' template and also recorded on the School database.

All staff in the Acorns are aware of the needs of the children with SEN. It is the responsibility of the class teacher to ensure that other members of the staff who teach the pupil are aware of any recommendations on the IEP and that information is shared with them.

When a pupil moves from Year 2 to Year 3 consideration is given to any pupil with SEN and the Head of Learning Support and the Year 2 teacher will liaise with the Year 3 staff and the parents to ensure that appropriate arrangements are put in place for the smooth transfer of the pupil.

### **DEVELOPMENT PLANS**

- ❖ To provide more training opportunities for the LS teachers to maintain their skills and knowledge.
- ❖ To provide screening in Year 1 for all children and then put in place appropriate support. This will be followed up with further assessment in Year 2 for any child who has not made satisfactory progress during the course of Year 1.

## **APPENDIX**

1. Staff List
2. Job description for Special Educational Needs Co-ordinator/Head of Learning Support
3. Referral Procedure to Learning Support

**LEARNING SUPPORT DEPARTMENT  
STAFF LIST**

Sue Rigby – Head of Learning Support

Kate Brown

Jean Herzog

Jo Kapella – Assistant to the Head of Learning Support

Etsuko Koshika (English as an Additional Language)

Dianne Tyler

Rosie Curran (Acorns Assistant)

Catherine Hammond (Teaching Assistant)

Heidi Jones (Teaching Assistant)

Leanne Willis (Teaching Assistant)

Elly Gilbert (Speech and Language Therapist)



**CO-ORDINATOR FOR SPECIAL NEEDS  
HEAD OF LEARNING SUPPORT  
JOB DESCRIPTION**

In addition to those responsibilities as a Deputy Head, Designated Safeguarding Lead, class teacher of Latin, Verbal Reasoning and Non-Latin, the special needs co-ordinator will be responsible for the following:

- The drawing up, in consultation with the staff, of a policy for special needs and regular reviews of that policy.
- The drawing up of the Handbook for Learning Support Teachers.
- The drawing up of the booklet for Staff Guidance for Teaching Pupils with Special Educational Needs.
- The drawing up of the booklet for advice for parents of children with Special Educational Needs.
- The day-to-day organisation and administration of the school's SEN policy.
- Producing each week time tables of Learning Support lessons for the Learning Support teachers and for each form and distributing them.
- Liaising with fellow teachers and support staff.
- Advising and supporting colleagues
- Co-ordinating provision for children with special educational needs.
- Managing and purchasing resources to support special needs provision.
- Maintaining the special needs files both in the Learning Support Department and the Staff Room.
- Updating the School database with information relevant to the children receiving Learning Support.
- Monitoring the records of all children with special needs.
- Liaising with parents.
- Contributing to the in-service training of colleagues concerning special needs.
- Liaising with external agencies – LA SEN advisers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists.
- Arranging for internal assessments of children referred to Learning Support.
- Teaching children on a one-to-one or small group basis, as required.
- Acting as an amanuensis when required.
- Liaising with the Director of Studies to organise the exam timetable for children entitled to extra time and the EAL students.
- Acting as SENCO for Packwood Acorns (including EYFS)

## **REFERRAL PROCEDURE FOR LEARNING SUPPORT**

1. The class teacher raises concerns with the Head of Learning Support and after discussion they decide on the next step.
2. If it is felt that there is a need for Learning Support, the form tutor will contact the parents to explain the concerns and the steps that the school will now take: that is that the Head of Learning Support could carry out an assessment and will contact the parents to discuss this with them.
3. The Head of Learning Support will then assess the pupil with the parents' agreement. Then the report will be discussed with the class/English teacher. The Head of Learning Support will contact the parents to discuss the report and any other further action.
4. The Head of Learning Support, with the parents' agreement, will arrange testing with a psychologist or qualified assessor if necessary.
5. The Head of Learning Support/Assistant to the Head of Learning Support will discuss the report with the parents and the relevant members of staff.
6. A copy of the report will be available in the staff room and a summary emailed to all staff and a copy of the summary placed on the child's database file.
7. Lessons in the Learning Support Department will be arranged if that is felt to be the appropriate course of action.