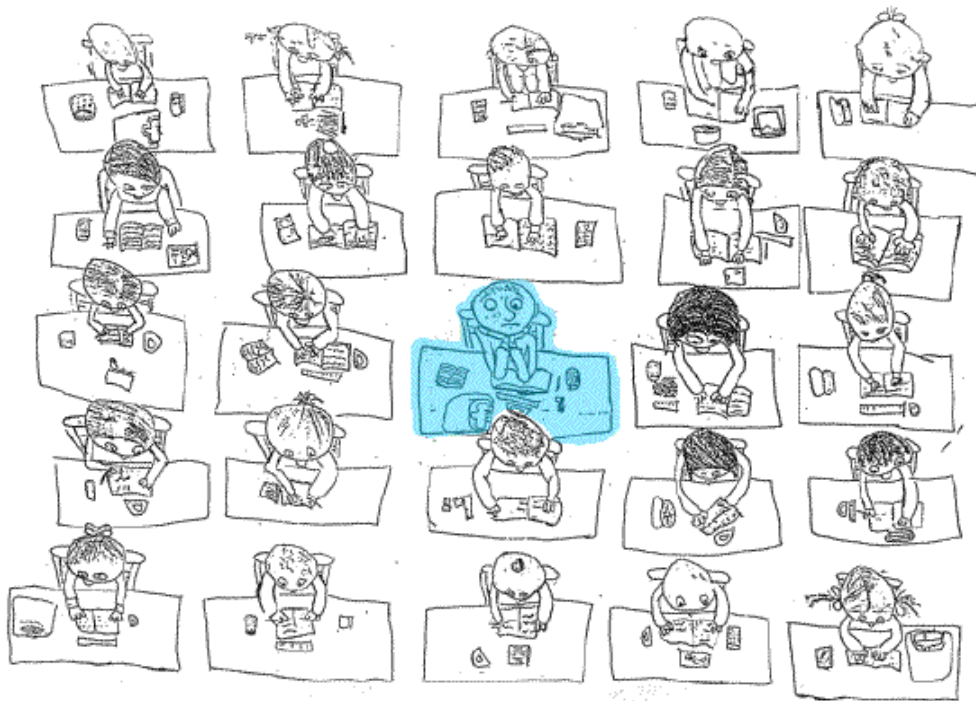




Claire Court Schools

Special Educational Needs



Departmental Handbook 2007-8

RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY

Handbook 2007 - 2008

Contents

• Rationale for Special Needs Provision within the Schools	4
• Aims and Objectives	5
• Legal Requirements	6
• Government guidelines	6
• Principles of curriculum organisation and management	10
• Teaching methods used.	10
• Programmes of study.	11
• Attainment targets and principles of progression.	11
• Equal opportunities.	12
• Improving Literacy skills	12
• Numeracy skills	12
• Gifted Children	12
• Educational Needs	13
• The role of the SENCo	14
• Lines of responsibility	14
• Involvement in the wider Community	14
• Role of the parents	15
• Health and Safety Issues.	15

- Resources 16
- Tests for potential EAL candidates 22

Appendices:

- Departmental Development Plan 2007-8
- Blank IEP
- Pupil concern sheet
- Access arrangements for parents leaflet
- Access arrangements for teachers
- Guidance for scribes
- Guidance on the production of transcripts
- Guidance for readers
- Exam access arrangements feedback sheet
- List of contact details
- Lesson confirmation letter

-

Rationale for Special Needs Provision within the school

Guiding Principles

The Warnock report states that the aims of education for all Children are: “First to enlarge a pupil’s knowledge, experience and imaginative understanding and thus his/her awareness of moral values and capacity for enjoyment: and secondly, to enable him/her to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.”

Part 3 of the 1993 Education Act says a school-aged pupil has a learning difficulty if he or she:

Has a significantly greater difficulty in learning than the majority of Children of the same age, or

Has a disability, which either prevents or hinders the pupil from making use of education facilities of a kind provided for Children of the same age within the area of the LEA.

Claire Court Schools are non-maintained and, while working within the government Education Act, they are able to widen the criteria by which Special Education Provision is available.

Special Education Provision for reading and spelling individually or in small groups is considered for those pupils who are at least 12 months below their chronological age in nationally standardised tests of reading and spelling.

Pupils exhibiting significant dyslexic difficulties are offered specialised teaching.

Pupils speaking English as a foreign language are taught by specialist teachers.

Pupils experiencing difficulties within the school’s general curriculum are flagged up by the teaching staff, and provision is considered in consultation with parents, the Special Needs Co-ordinator and Head Teacher.

Pupils access the curriculum within their normal tutor groups and are withdrawn for specialist tuition as appropriate. These lessons are charged to the parents retrospectively.

Close consultation occurs between Special Needs staff and relevant personnel.

Subject teachers are responsible for ensuring that the pupils are not disadvantaged by having been withdrawn from their classes.

Aims and Objectives

Aims

1. To identify pupils with Special Needs
2. To raise awareness of the needs of these pupils within the school.
3. To meet the needs of pupils with Special Needs.
4. To communicate and liaise with members of staff and parents.
5. To raise the profile of Special Needs issues and provide in service training and support where appropriate.

Objectives

1. To screen all pupils regularly for evidence of need.
2. To support pupils with Special Needs as identified by screening, teacher assessment, parents or outside agencies.
3. To assess pupils requiring special arrangements for external examinations and to liaise with the appropriate examination officer.
4. To ensure that the register of those pupils with Special Needs is readily accessible.
5. To create mutually negotiated learning programmes.

6. To ensure that parents are fully involved in supporting their pupil's education.
7. To review and develop Special Needs Practices.
8. To provide information on organisations, outside agencies and special interest groups for the use of parents.

Legal Requirements

The Special Needs and Disability Act 2001 and equal opportunities and corporal punishment legislation continue to apply to independent schools, but have not been subsumed into the Regulations [2003/2004]. It is the schools responsibility to ensure that all matters relating to their regulation are dealt with.

The proposals outlined in The Children Act 2004 and the Every Child Matters Green Paper are acknowledged and taken into account to ensure good departmental practice.

Where a pupil has a statement their education must fulfil its requirements.

The Head teacher is named as the responsible person for the school's SEN policy.

Government Guidelines

The Education (Special Education Needs) (Information) Regulation 1994 prescribes the information which schools must make available.

Mainstream schools must provide the following information. [Bold type]

1. Basic information about the school's special educational provision:

• The objectives of the school's SEN policy

- 1. To support pupils with SEN so that they can access the school curriculum to the best of their abilities.*
- 2. To provide strategies that will allow SEN pupils to overcome or circumvent some of their difficulties.*
- 3. To improve reading and literacy skills.*
- 4. To enable pupils to access the main school curriculum without support.*

- **The name of the school's SEN co-ordinator or teacher responsible for the day- to- day operation of the SEN policy:**

Mrs. Alison Stevenson B.Ed (Hons) Adv. Dip.Education (Special Needs) O.U. Hornsby Diploma in SpLD/Dyslexia

Mrs Eileen Goford M.Ed, B.Ed, BA, Dip RSA SpLD

Mrs Anne Sayer B.A. (Hons.), PGCE, Cert 7 SpLD (OCR)

- **The arrangements for co-ordinating educational provision for pupils with SEN**
 - *SENCo liaises with the Headteacher (The College also liaises with Head of English).*
 - *SENCo liaises with Subject Special Need Co-ordinators at Claires Court boys' school both informally and in half termly meetings.*
 - *SENCo liaises with part time staff.*
 - *Termly meetings are held between all Special Needs personnel to build up good communication and consistency across all three sites.*
- **Admission arrangements**
 - *The prospective pupil's previous school reports are consulted, and then the Head teacher may test the pupil prior to admission to the school.*
 - *Smooth transfer between schools is facilitated by liaison between Special Needs staff. Nursery and Pre-prep provision is continued as the children move through the schools.*
 - *Claires Court Boys also has established links with other feeder schools.*
- **Any SEN specialism and any special units**

The school employs qualified dyslexic specialist teachers and those qualified to teach English as a foreign language. A speech and language therapist is working at the school sites. Close links are maintained with the teacher of the visually impaired.
- **Any special facilities which increase or assist access to the school by pupils with SEN**

- *The school owns a CTV to aid partially sighted pupils.*
- *The boys' school and the College site each have a lift to improve access.*
- *Pupils may provide their own lap top computers to aid writing tasks in the classroom.*

2. The school's policies for identification and provision for all pupils with SEN:

- **The allocation of resources to and amongst pupils with SEN**
Resources are centralised within each school area. They are purchased with the SEN budget.
- **Identification and assessment arrangements; and review procedures**
 - *Liaison between Nursery and Pre-prep schools ensures continuity of provision.*
 - *Identification is by lower school testing and by teacher/parent concern.*
 - *Assessment is ongoing through observation, criterion referenced testing and standardised testing.*
 - *Nationally Standardised tests are used yearly and pupils who under perform are registered and their progress monitored.*
 - *Tests used include PIPS, MIST, LARR, NFER non-verbal and verbal reasoning, CATS, Young's Reading, Suffolk Reading and NFER Maths. Group Reading NFER, Edinburgh Reading Test, Word Chains, Vernon Graded Word Spelling and timed writing tests are administered at Secondary level.*
 - *The pupils' MidYis, Yellis and VARK scores are also considered.*
 - *Individual Assessment includes the Aston Index, Salford Sentence (Revised), Vernon Graded Word Spelling, Wepman Auditory Discrimination, Betts Visual Discrimination, WRAT Reading and Spelling, PhAB, The Bangor Dyslexia Test, The Neale Analysis of Reading Ability (2nd edition).*
 - *Pupils identified for EFL support are all given 1:1 oral and written assessment in order to ascertain their level of English and the appropriate level of support required.*
 - *At The College, junior pupils causing concern may be referred to Margaret Taylor for testing using the Aston Index. Progress is monitored and parents are informed.*

- *Work is reviewed each term when the previous IEP [Individual Education Plan] is evaluated and a new one is drawn up.*
- **Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum, including the National Curriculum**

SEN pupils are allowed to use la top computers and spell checkers if appropriate. Pupils may also use other programmes such as text reading software if necessary to assist them in accessing the curriculum.

Subject teachers will provide differentiated tasks where needed.

- **How children with special education needs are integrated within the school as a whole**

The School aims to ensure that pupils are fully integrated within the school. They may be withdrawn for additional support (usually one or two periods per week). These are carefully timetabled to ensure the minimum disruption possible.

Occasionally support staff work with pupils in their lessons.

- **Criteria for evaluating the success of the SEN policy**

1. Pupils with SEN can access the curriculum more easily.

2. Pupils improve in self-confidence.

3. Pupils improve in reading and literacy skills.

- **Arrangements for considering complaints about special education provision within the school**

The Head teacher deals with complaints.

- **Links with health and social services, education welfare services and any voluntary organisations.**

The Head teacher liaises with these organisations if this becomes necessary.

Government Code of Practice

The New Code of Practice was introduced in January 2002.
There is a graduated approach of action and intervention.

School Action: A subject teacher, member of the pastoral team or the SENCo identifies a pupil with SEN and provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. One to One tuition may be given to the pupil. The school will write IEPs for individual pupils.

School Action Plus: A request for help from external agencies will be made, so that they can advise subject and pastoral staff on new IEPs, fresh targets or different strategies and in some cases provide support for particular activities. The trigger for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support, the pupil continues to make little or no progress over a long period or needs direct intervention from a specialist service.

Statemented Provision: For a very few pupils the help given through School Action Plus will not be sufficient to enable the pupil to make adequate progress. It may then be necessary for the school, in consultation with parents and any external agencies already involved, to ask the LEA to initiate a statutory assessment. This assessment will not always lead to a statement. The information gathered during assessment may indicate ways in which the school can meet the pupil's needs without the need for any special educational provision to be determined by the LEA through a statement. Once a statement of special educational needs has been made, additional funds may be provided by the LEA. A review of the statement is made annually.

Pupils at Claires Court School are generally at 'School Action' or the 'School Action Plus' stage of provision although pupils with 'Statemented Provision' may be placed at the school after consultation.

Principles of curriculum organisation and management

Timetable allocations

Pupils attend lessons as necessary according to their needs. They may attend individually or in small groups.

They are withdrawn from subjects in agreement with subject staff, parents and the pupil's wishes if possible. Core curriculum subjects are usually avoided.

A loose-leaf file is kept in the staff room and updated when appropriate.

This contains:

- A record of present pupils who have Special Needs provision within the school and those who have had a history of difficulties and help in the past.
 - A list of those pupils receiving small group or individual tuition at present.
 - Copies of the whole school screening results.
 - Copies of subject IEPs where appropriate.
 - Minutes of Special Need Subject Co-ordinator meetings.
- This information can also be found on the school network.

Teaching Methods Used

Pupils are taught using multi-sensory methods. Work is structured and follows a recognised programme of study e.g. 'WOW', Kathleen Hickey Language Development, 'Alpha to Omega' [B. Hornsby] and 'Remedial Spelling' [Violet Brand] systems. Extensive use of back up materials aims to encourage individual development.

Programmes of study

Programmes of study are individually planned to meet the needs of the pupils.

Special need programmes include the development of:

- Memory Skills
- Literacy Skills: particularly
 - Reading Skills
 - Spelling Skills
 - Writing Skills
- Communication Skills
- Organisational Skills
- Study Skills
- Basic Numeracy

Attainment Targets and Principles of Progression

1. Specific, measurable, achievable, relevant, timed (SMART) targets are set by means of the negotiated IEP.
2. Targets are reviewed termly and new targets are set where appropriate. Pupils are encouraged to participate in target setting.

3. Pupil's progress is monitored on an ongoing basis with reference to criterion referenced and nationally standardised tests.
4. Decisions on the continuity of lessons are based on the pupil's ability to access the curriculum without support.

Equal Opportunities

“All pupils are entitled to an equal opportunity to fulfil their potential regardless of gender, ethnicity, economic circumstances, cultural background or special needs.”

The Special Needs Department regards equality of opportunity as essential to maximise each pupil's potential access to the curriculum. Improvements in literacy and self-esteem achieved in the Special Needs Department will allow our pupils to benefit from the opportunities provided within the rest of the school curriculum.

Improving Literacy Skills

We aim to increase pupils' levels of literacy. Progress is assessed using a variety of nationally standardised tests detailed under item 2 (assessment arrangements).

Numeracy

Special Needs Personnel are involved in some basic numeracy work at the College and Ridgeway where they work in collaboration with the Mathematics departments. The Mathematics department at Claires Court boy's site also employ their own specialist teachers.

Pupils are tested using NFER Maths 6 -14 annually and appropriate referrals are made to the Special Needs Department.

Gifted Children

Gifted children are registered, staff are informed and work is differentiated to meet their needs. Occasionally they are accelerated into a different Year Group or are given the curriculum of a higher age group within their own classroom.

Educational Needs

The school endeavours to cater for all the individual needs of its pupils.

Such needs might include pupils with

- Asthma
- Attention Deficit Hyperactivity Disorder
- Autism & Aspergers Syndrome
- Bereavement
- Crohns Colitis
- Cerebral Palsy
- Diabetes
- Divorce & Separation
- Down's Syndrome
- Dyslexia & Specific Learning Difficulties
- Dyspraxia
- Eating Disorders
- Eczema
- Elective Mutism
- Emotional & Behavioural Difficulties
- Epilepsy
- Fragile X Syndrome
- Giftedness
- Hearing - Impairment: Conductive Deafness & Glue Ear
- Hearing Impairment: Sensor - neural Deafness
- HIV & AIDS
- Language Disorders
- Learning Difficulties
- Muscular Dystrophy
- Obesity
- School Phobia
- Spina Bifida
- Stress
- Tourettes Syndrome
- Visual Impairment.

Informal advice is offered on classroom management for pupils with emotional and behavioural problems.

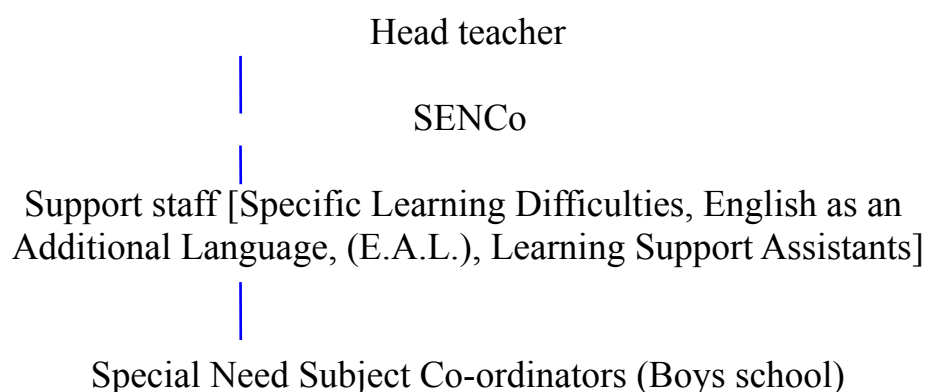
The school uses the facilities offered by the local youth counselling Service.

The SEN Co-ordinator [SENCo]

The SENCo is responsible for:

- The day-to-day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for children with special educational needs
- Maintaining the school's SEN register and overseeing the records on all pupils with special educational needs
- Liaising with parents of children with special educational needs
- Managing the SEN team of teachers
- Liaising with outside agencies where appropriate.
- Contributing to the in-service training of staff

Lines of responsibility



Involvement in the wider Community

- **The school's arrangements for SEN in-service training**
 - The school notifies staff of relevant courses and conferences and allows attendance if budget finances allow.
 - Individual staff members belong to their professional associations such as PATOSS and BDA

- **Use made of teachers and facilities from outside the school, including support services**
 - Pupils are encouraged to have reports from Educational Psychologists where appropriate.
 - Pupils are encouraged to have vision and hearing checked if necessary.
 - Parents are informed of voluntary support groups for those with specific learning difficulties.

Role of the parents

- **Arrangements for partnership with parents**
 - Parents receive copies of the regular IEPs. They also receive notification of some standardised testing results and copies of school reports.
 - Parents are invited to the school for parents' evenings to discuss their child's progress.
 - We operate an open door access policy and parents are contacted informally if a difficulty arises. They are encouraged to contact the department if they have a problem to discuss.

Health and Safety

- The Special Needs Department is subject to the Health and Safety orders on each site.
- Electrical equipment is checked regularly.
- Electrical sockets are covered where appropriate.
- Timetables itemising Special Needs Provision staff and locations are located in a central location for emergency purposes.
- Activities involving play equipment such as balls/marbles are used under adult supervision.

Resources

Resources are kept at each site.

Claire's Court Boys Senior Department:

Portable cassette player
New Phonic Blending 5
New Phonic Blending 6
12 boxes SWAP/fix games
Reading Cards 9 boxes
Videos: Seven steps to good study habits
 Study techniques
CD's Word Shark 3
Lexia
Lexia Advanced
Nessy
Nessy games
Brain Booster
Scalley world of problems
Inspirations
Punctuation Show
Grammar Show
2x Stile trays & Dyslexia Books 1 - 6
Wooden Alphabet Letters, upper and lower case
New word Word Building Card Letters X2
LDA Reading for Comprehension Cards Boxes 1-9
Semantically Speaking
Pull your socks up
Lightning Reads Book 1
Lightning reads Book 2
Alpha to Omega flash cards
Alpha to Omega manual
Alpha to Omega Activity Books Stage 2 & 3
Remedial Spelling Violet Brand
Proof Reading Violet Brand
Photo copiable resources on Grammar
Prim Ed – Reading for Comprehension
Prim Ed - Draw to a cloze
Prim Ed- Comprehending Non fiction

Thinking Skills 4
Finish the story 5
100% Concepts
Exercise your Spelling Books 1 -3 Elizabeth Wood
Beat Dyslexia Books 4 & 5
Headstart Beginner Book
Headwork English Programme
Mystifying Metaphors
Practical Language Activity
Visualizing & verbalizing
Visualizing 7 verbalizing – stories 1
Target Listening and understanding in Secondary Schools
Alphabet sequencing and tracking Books 1 &2
Megawords 6
Explode the code 8
Finding the words
Every day reading
A cloze thing
Left to write
Talk Activities
Subject Spell checks
Word Bank Introductory Dictionary
Close work 11-14 x3
Specials - Punctuation
Specials – Reading for Meaning
Use your words Dictionary of word usage
Edinburgh 4 Group Reading Tests
Vernon Graded Word Spelling Test
NFER Group Reading Test
Wordchains,
Aston Index
Salford Reading Test,
WRAT 111,
PhAB
MAT
BVPS
NMRA
Speed Reading Book Tony Buzan
Winning with Dyslexia
Dyslexia P.OTT

The College:

Cassette recorder
Dictaphone
LDA boxes 'Reading for Comprehension' x4
LDA Books with tapes '5 Minute Thrillers' and '10 minute thrillers.'
Funky Reading & Spelling Game – Tricky Endings
LDA Game Dealing with Vowels
Learning Skills - Clear Thinking
Units of Sound & Tapes
Remedial Spelling V.Brand
Alpha to Omega manual
Ace Spelling Dictionary
Dictionary of Perfect Spelling
Dyslexia – Successful inclusion in the Secondary School
Dyslexia in Secondary School by Cogan and Flecker
Target Comprehension by Chris Culshaw
Close Reading 11-14 by Firth and Ralston
Reasoning and Reading Level 1 by Joanne Carlisle
The Maze Book pub. Ann Arbor
The Study Skills pack
A Minute a Day – phonics games
Vivid vowels
Looking and Thinking
Swap/fix games
Stile Spelling and Dyslexia + 4 trays
Aston Index (Portfolio)
Reading rulers (varied colours)
Whiteboards – handwriting, lined, squared.
Teaching clock
Tell the time dominoes
Word Shark CD
Number Shark CD
Mastering Memory CD
Words and Pictures Video
PAT
PhAB
Salford Sentence Reading Test
NFER Group Reading Test
Edinburgh 4 Reading Test

TOWRE

WRAT 4

Vernon Graded Word Spelling Test

Neale Analysis

Dyscalculia Screener

Word Chains

Lower case wooden alphabet letters

Counting beads

Number line

Times tables snap

Function well

Maths dice

AS provides additional materials from her own resources.

Ridgeway:

Colloquial English Coles & Lord

Kernal Lessons Plus - O'Neill

Intermediate steps to understanding Hill

English as a Additional Language:

W.O.W.; Teachers Books, pupils books, work books, grammar books ,
tapes Levels 1 - 3

Grammar work books Levels 1 & 2

Tip Top books 1 - 3 Teacher's book, pupil's book, work book

You and Me Books 1 - 3 Teacher's book, pupil's book, work book

Stepping Stones Books 1 - 3 Teacher's book, pupil's book, work book

Chatterbox books 1 - 4

ASSESSMENT OF (POTENTIAL) EAL PUPILS

SPEAKING AND LISTENING

Do they / can they

Respond correctly to simple questions?

What is your name?
How old are you?
Where are you from?
Have you got any brothers or sisters?
What did you do yesterday / at the weekend / in the holidays?
What are you going to do tomorrow / at the weekend?

Use the correct word order?

Use the tenses correctly?

Use articles correctly?

Use prepositions correctly?

Know a range of vocabulary appropriate to their age?

Colours?
Days of the week and months?
Parts of the body?
Items of clothing?
Common words ie pen, pencil, paper, book, house,
car etc?
Less common words

Form questions correctly?

Know names of letters, sounds of letters and alphabetical order?

READING

Can they

Read simple words?

Read simple sentences?

Read more complex sentences?

Read a simple passage and answer comprehension questions?

Read a more complex passage and answer comprehension questions?

WRITING

Can they

Write the letters of the alphabet?

Write a few lines about themselves and their families?

Describe a picture / postcard?

Write about a past event?

Write about a future event?

RESOURCES

Common objects, paper, pencils etc.

Alphabet sheet, alphabet cards

Pictures, postcards

Read with Me series, Start Reading series.

Appendices:

The appendixes are contained in a separate file.

