

Notting Hill Preparatory School

**Policy for
Special Educational Needs
and
Learning Difficulties and Disabilities
(Incorporating the SENDA document)**

(EYFS & KS1-3)

September 2004
Revised September 2009
Revised December 2009

Definition of Special Educational Needs

The following definition is taken from the 2001 *Code of Practice*.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

See Section 312, Education Act 1996

Notting Hill Prep Schools Principles and Aims

As a school, we have high expectations of both our children and staff. We are proud of our mixed community, as we believe that it enriches our school. We believe that every pupil should be treated as an individual, whatever their gender, race, faith, ability, nationality or age.

We aim- for each child to achieve their academic potential and enjoy learning. Each child's needs are supported so that they may feel happy, confident and valued.

We aim- to teach a broad range of subjects to a high standard.

We aim- to work in partnership with parents/carers to achieve the best outcomes for the child and, by providing development opportunities and supporting our staff, to work together as an effective team.

Special Educational Needs Policy

All children at Notting Hill Prep have an entitlement to classroom based support as set out in the School Action/Early Years Schools Action Framework of Special Educational Needs Code of Practice (2002) and access to the whole range of school activities. A small number of pupils requiring School Action Plus/ Early Years Action Plus can be accommodated by the school with the parents/carers funding specialist provision either in school (by 'withdrawal' provision) or externally (at off site locations). It is integral to the school's ethos that all children experiencing special educational needs are respected, encouraged and viewed in a positive way.

The objectives of the policy and how the policy will contribute towards meeting those objectives

Our objectives are: To ensure that the curriculum is tailored to the needs of each child and that it extends to meet his/her competence.

This policy will contribute to these objectives by:

Identifying children at an early stage in their school years and keeping parents/carers informed at every stage.

Putting into effect a plan of action involving the parents at every stage.

The use of outside agencies and/or resources as appropriate.

Evaluating the results of the plans regularly.

Revising the plan of action when/if appropriate.

Who is responsible for coordinating the day-to-day provision?**The Senior Management Team**

Headmistress: Jane Cameron

Deputy Head: David Gee

Bursar: Caroline Armstrong

Director of Studies: Alex Tait

Special Educational Needs Co-ordinator (SENCO) and KS1 Resource Teacher: Lisa Low**Specific Learning Difficulty Teacher and KS3 Resource Teacher:** Sarah Cox**Specific Learning Difficulty Teacher and KS2 Resource Teacher:** Chloe Dale-Jones**Numeracy Specialist:** Penny KaneWhat is the Role of the SENCO?*Roles, responsibilities and skills of SENCOs (DfES, 1994:9)*

Responsibilities	Skills
<ul style="list-style-type: none"> Co-ordinating provision for students with SEN/LDD 	<ul style="list-style-type: none"> Organisational, knowledge of SEN/LDDs, managing staff, time management
<ul style="list-style-type: none"> The day-to-day running of the school's SEN/LDD policy 	<ul style="list-style-type: none"> Organisational, planning
<ul style="list-style-type: none"> Liaising with and advising fellow teachers 	<ul style="list-style-type: none"> Communication, respect of colleagues, knowledge of SEN/LDDs
<ul style="list-style-type: none"> Maintaining the school's SEN/LDD register and overseeing the records on all students with SEN/LDD 	<ul style="list-style-type: none"> Ability to design and manage administrative systems, organizational
<ul style="list-style-type: none"> Liaising with parents/carers of students with SEN/LDD 	<ul style="list-style-type: none"> Communication skills, empathy, supportive
<ul style="list-style-type: none"> Contributing to the in-service training of staff 	<ul style="list-style-type: none"> Knowledge, training, skills and expertise
<ul style="list-style-type: none"> Liaising with external agencies including educational psychologists, social services, health and voluntary services 	<ul style="list-style-type: none"> Communication, willingness to collaborate, understanding of other's roles and responsibilities, experience, knowledge.

What is the role of Senior Management, Head Mistress and Governor?

The governing body determines with the Head Mistress, the school's general policy and approach to provision for children with SEN/LDD, establishes appropriate staffing and funding arrangements. They take a particular interest in, and closely monitor, the school's work on behalf of students with SEN/LDD. The Head Mistress has responsibility for the day-to-day management of the provision for students with SEN/LDD. The senior management team and teachers should be fully aware of the school's procedures for identifying, assessing and making provision for students with SEN/LDD. They should also be involved in the development of the school's SEN/LDD policy.

What are the admission arrangements for students with SEN/LDD?

The school operates a selective admissions policy for entry at Year 2 and above. Each case is considered on its merits. In the event that a pupil who has a statement of Special Educational Needs can be accommodated by the school, the SENCO will work very closely with the pupil's key career/ Learning Support Assistant to ensure that a successful outcome is possible for all concerned. The SENCO is willing to undertake further specialist training (as appropriate) to gain a greater practical understanding of the pupil's needs and learning requirements.

The school is based on a split site that allows easy access on the ground floors for pupils/parents/carers and staff who experience mobility problems. Lavatories for young children and adults are on the ground floor, but wheelchair access is not available in the Old Building (OB). There is a lift available in the Jane Cameron Building (JCB) for wheelchair access to all levels. The OB does not have a lift and there is no naturally occurring site to locate one. Special arrangements have been

considered in the OB should a wheelchair user attend classes in KS1. *Please see School Accessibility Plan.*

Pupils with a Statement of Educational Needs

Pupils with a Statement of Special Educational Needs have targets set on an IEP, with strategies outlined to help them address these targets. These targets are reviewed termly. An annual review of the Statement is conducted in conjunction with any external agencies such as LEA and Support Services. In some cases, pupils have privately funded Learning Support Assistants who meet regularly with the SENCO and prepare targets on an IEP.

In what kind of provisions for SEN/LDD does the school specialise?

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head Mistress, SENCO and learning support team, and all other members of staff have important operational responsibilities.

All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole-school responsibility, requiring a whole-school response. In practice the way in which the responsibility is exercised by individual staff is a matter for schools....

(DfES, 2001)

The Learning Support Department offers a 3-pronged approach in provision for children with SEN/LDD. It offers services to children, parents/carers and teachers.

Provision for Children includes:

- 1:1 withdrawal learning support lessons
- Small group intervention
- Learning Support Assistant in class
- Differentiated curriculum
- Teaching assistant support (KS1)

In addition to:

- Workshops
- Personalised learning
- Social Skills Groups
- Motor movement groups
- Maths Clinics
- Homework/tutorial support
- Handwriting and presentation clubs
- Laptop/keyboarding Instruction
- Gifted and Talented Learning

Support for Parents:

- Curriculum Evenings
- Workshops
- Assessment, IEP and IBP
- Consultation and advice

Support for Teachers:

- Continuing Professional Development through 'In service' training
- In class support
- Planning and Curriculum support
- Consultation and advice

Please see Appendix 1

Teaching assistants work with individuals and small groups of children in class or outside the classroom when appropriate. The SENCO, the SEN/LDD team and external specialists work with individuals or small groups either in the Learning Centre or in the classroom (when appropriate). The school is able to provide for a number of pupils with a wide range of SEN/LDD through a 'withdrawal' procedure and through classroom differentiation.

At present, the school supports children experiencing a range of Specific Learning Difficulties (SpLDs) including Dyslexia, Dyspraxia, Dysgraphia etc. There are also EAL pupils and pupils with mild Speech and Language, Social and Communication difficulties and mild Emotional and Behaviour difficulties. Pupils with Sensory Integration Difficulties are well supported as are children experiencing difficulties transferring from one system of education to another.

What facilities/ equipment exist for pupils with SEN/LDD?

Pupils have access to a range of learning support aids including: 'wedge' supports for writing, specialist pens, pencils and grips, materials to develop fine and gross motor skills. The Learning Centre has a computer available for pupil use during the time that they are learning to master this mode of working. It is strongly recommended that families purchase a laptop computer for their child's exclusive use (if this has been recommended by an external specialist), as this ensures that files are stored correctly and can be retrieved with support at home with minimal support. A personal computer also affords the pupil privacy. Alpha Smart Keyboards are widely used by dyslexic pupils in many schools, as they are far simpler to manage in a school environment, as they are more discrete, easily portable and far more economical to purchase.

The staff at Notting Hill Prep are in exceptional circumstances to be able to organise for SEN/LDD pupils to have additional time to complete their papers. A request for additional time to be used in public examinations can be accommodated if the pupil has been externally assessed by an Educational Psychologist, and this prescriptive recommendation has been made. Permission must then be sought from the relevant Examining Board and/or future school to which the pupil is applying.

The school is open to the use of Laptop computers in class and in school examinations, but only when the child has received the appropriate training to use and organise their Laptop learning independently.

What 'In service' training is available for staff working with pupils with SEN/LDD?

All school staff are kept up to date with current development in the field of SEN/LDD in light of the Code of Practice (2002). Development of comprehensive 'In-service' training is ongoing and reflects the changing needs of the children, staff, school, educational policies and current trends in education.

Use is made of a wide range of external teaching/lectures/workshop programmes to facilitate the continuing professional development of all staff.

The following areas will be key focuses for future 'In-service' training:

- Memory and Working Memory Deficits
- Attention and focus in the classroom
- Social and Communication Difficulties and impact in the classroom
- Individual Education plans/ Individual Behaviour plans
- Planning and Curriculum – differentiation and delivery
- Individualised learning and learning styles
- Inclusion
- A 'whole school' review of SEN/LDD
- Specific needs of children including practical strategies for the classroom

How resources are allocated among students with SEN/LDD

Teaching assistants in Reception, Years 1, 2 and 3 can provide additional support where necessary if it does not deter from other members of the class. Members of the SEN/LDD team can provide further support 'in class' where necessary or by withdrawing small groups.

A supplementary fee is incurred by parents for one-to-one withdrawal support with a trained member of the SEN/LDD team. Under exceptional circumstances, parents may employ a full-time learning support assistant to support their child in all areas of the curriculum.

The Learning Support Department is extensively resourced with a wide range of specialist materials including: computer software, visual and auditory processing materials, language support packs, specialist dyslexia and dyspraxic resources, practical mathematical materials and a broad range of reading texts. A wide range of software is also used to support learning.

How students with SEN/LDD are identified and their needs determined and reviewed

In order to help children who have special educational needs, Notting Hill Prep School has adopted a 'graduated response' that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. However the school should, other than in exceptional cases, make full use of all available classroom and school resources before expecting to call upon outside resources.

The 'graduated response' model of the SEN/LDD department shown below outlines the stages of identifying, assessing, meeting and reviewing special educational needs and outlines the details of how parents/carers, staff and outside agencies are involved. Please note, this is not a linear model, but best represents the flow of information within Notting Hill Prep.

- By *Autumn half-term*, teachers submit a Class Concern Sheet, listing each child who may be a concern, together with a detailed but brief description of the concern, and the action taken so far, in the previous years or in the present class.
- The SENCO will review the Class Concern Sheet with the Year Group Resource Teacher and respond accordingly in communication with the class teacher and/or head teacher and decide what further action will take place.

Please see Appendix 2

- If a child on the concern sheet requires further action, the class teacher initially alerts parents/carers of the concerns of an individual child by direct contact with the parents/carers. This may take the form of an individual meeting, or be part of a meeting requested by parents/carers. The SENCO will attend the initial meeting if requested by the class teacher.
- The child (where appropriate), class teacher, Head Mistress and SENCO meet to discuss what might be appropriate to introduce as classroom support and the provision is put in place. The class teacher advises the teaching assistants of the measures that they can help to implement to support the child. The class teacher keeps notes/records of support given and oversees notes kept by classroom assistants.
- Observations should be enhanced by knowledge built up over time of an individual child's strengths and weaknesses. Using this evidence, class teachers may come to feel that the strategies they are currently using with the child are not resulting in the child learning as effectively as possible. Under these circumstances, they will need to consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies currently being used and the way in which these might be developed. The review may lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject.
- Consideration should then be given to helping the child through **School Action or Early Years Action**.

Please see Appendix 3

- Parents/Carers are invited to consult the class teacher, head teacher (where appropriate) and SENCO to discuss the concerns raised and the strategies in place so far. Notting Hill Prep

encourages parents to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision, which is being made for them.

- The parent/carer's views are discussed and recorded and further provision is put into place and a pupil profile, IEP or IBP (Individual Education Plan or Individual Behaviour Plan) is drawn up.

Please see Appendix 4 and 5

- The SENCO and/or Year Group Resource Teacher discusses the child's provision with staff in the key stage staff meeting, so that all members of staff are aware of the concerns raised.
- If the school is providing 'in class support' (School Action or Early Years School Action) then the child's name is added to the SEN/LDD register only after parents are aware that the school have concerns about the learning needs of that child. Under no circumstances will the SENCO begin to assess a child's needs (formally or informally) or ask an outside agency to become involved until the parents/carers are aware of the school's concerns. The SENCO reviews past reports, test papers, class work and observation notes (where appropriate) in order to provide suggestions for classroom based intervention ideas or suggestions for further provision such as small group support or withdrawal sessions. She may also assess the child using cognitive profiling software (CoPs) or other informal assessments and contribute the findings to her notes.
- The SENCO and the child's class teacher should decide on the Action needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. Parents pay a supplementary fee for one-to-one tuition or small group tuition with the SENCO, SpLD teachers and Numeracy Specialist. If one-to-one tuition is necessary, the parents will be consulted immediately and must agree to this level of provision.
- However, this may not be the most appropriate way of helping the child. A more appropriate approach might be to provide different learning materials or special equipment; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness; or to undertake staff development and training to introduce more effective strategies.
- After approximately a term, parents/carers are invited to school to meet with staff for a full review of the IEP/IBP and the progress made. Decisions are taken as to: whether the pupil should continue with School Action (or Early Years Action), should begin to receive specialist provision in school or with a specialist agency outside of school and if an Educational Psychologist or other assessment should be pursued. The SENCO records the meeting outcomes and the parent/carers views. She may give referral details at this point to the parent/carers.
- Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.
- If the child is to move to **School Action Plus (or Early Years Action Plus)**, the SENCO will enter the child's details on the Special Educational Needs register.

Please see Appendix 6

- The outside specialists are responsible for writing their own therapy plans and reviews and will feed back information and reports directly to the parents who pay privately for the provision. The outside specialist will consult the SENCO and the class teacher about any 'in class'

strategies or programmes to implement in school. A copy of all reports are kept in the child's confidential file in the Learning Support Room and in the Head Mistress student files.

- A copy of the Individual Education Plan or Individual Behaviour Plan is sent to the parents by the SENCO or member of the SEN/LDD team, following a detailed review in school. The plan is discussed with the child so that all parties are aware of the targets set and how the child can be best supported both in class and at home. The class teacher, head teacher and SENCO hold copies of the IEPs or IBPs. A copy of all IEPs and IBPs are kept in the staff room, so that all staff have the opportunity to read the plans for all children in their classes. The SENCO and SEN/LDD team monitor the targets and record details of the outcomes. Class teachers or subject teachers should also record details of outcomes on the child's IEPs or IBPs. The outcomes of the IEPs or IBPs are discussed in the meetings with the head teacher, SENCO and other staff (as appropriate) and targets are reviewed twice each academic year. In the event of targets being met earlier, new targets will be implemented in consultation with teachers, child and parents.
- IEPs and IBPs are reviewed at least twice each academic year. Parents are invited to come into school to discuss with the SENCO, SEN/LDD team and the class teacher the child's progress and to discuss the 'next steps' to be put into place.
- A new or amended IEP or IBP may be devised as an outcome of this meeting and completed by the SENCO or member of the SEN/LDD team.
- The SENCO, SEN/LDD team member, class teacher and head teacher (where appropriate) completes an END OF YEAR review form, which is used to springboard discussions and provision arrangements for the start of the next academic year. Parents are consulted and appropriate provision is put into place.
- An end of year review meeting may take place between parents, SENCO, head teacher and the Learning Support teacher to discuss future provision.
- If a child has remained on School Action Plus for 5 terms, the school may recommend that an alternate schooling environment would be more suitable in meeting the child's needs. Similarly, if a child has reached the end of Key Stage 1 and is performing a year or more behind their chronological age and is failing to make progress, a meeting with parents will be arranged to discuss 'next steps' to ensure that the child's needs are being met in the most effective way.

Please see Appendix 7

What are the arrangements for providing access by pupils with SEN/LDD to a balanced and broadly based curriculum?

All help given to children experiencing SEN/LDD is directed towards helping the child gain greater access to the curriculum. This is achieved through extensive use of all forms of differentiation, modification where appropriate and disapplication of parts of the curriculum if necessary.

At Notting Hill Prep no pupil will be treated less favourably than any other pupil for a reason that relates to his or her disability. While the school will attempt to make any 'reasonable' adjustment to elements of the curriculum in order to allow SEN/LDD pupils to maximise their learning opportunities, we recognise that the lower school building prevents full access to mobility disabled pupils. However, the upper school building can provide full access to wheelchair users.

Pupils can expect reasonable adjustments to be made depending on:

- Academic standards
- Current resources available in the school
- Additional costs that access may incur
- Practicality of the adjustments recommended by specialist bodies
- Practicality of undertaking such adjustments
- Health and safety issues
- The interests of the existing pupils in the school

How do pupils with SEN/LDD engage in the activities of the school along with their contemporaries?

Every effort is made to integrate children with SEN/LDD into the whole of school life. Where appropriate printed materials may be enlarged for visually impaired pupils and larger print books may be accessed from local libraries etc. Braille books and a Braille machine may be used in the classroom by a specialist Learning support assistant as/when required.

The physical organisation of the classroom can in some instances be manipulated to provide greater ease of access for pupils with mobility difficulties. A thorough Health and Safety review will be undertaken to ensure the safety of pupils as they move around the school and its external environment. If a pupil is hearing or visually impaired the staff will ensure that the pupil is placed in the most effective place within the classroom to promote learning opportunities.

Pupils who experience difficulties recording information from the board or printed materials will be targeted and supported by classroom assistants wherever possible. Teachers will provide printed version of materials to support children with recording difficulties.

How does the school evaluate the success of the provision, which is provided at the school to pupils with SEN/LDD?

The Headmistress has regular reviews with the SENCO to ensure that suitable progress is being achieved by each child. All pupils who are at School Action Plus/Early Years Action Plus level of support and are receiving withdrawal provision in school delivered by the SEN/LDD department have Individual Education Plans (IEP's) prepared by the SEN/LDD team. The regular review of IEP's and School Action/Early Years Action Target Plans (e.g. work differentiated by input and outcomes as prepared and monitored by class teachers) ensures that a pupil's progress is assessed in relation to specified measurable targets. The Year Group Resource Teacher will monitor the children they are responsible for, once a term to see if their needs are being met and if they are making progress.

What arrangements are in place concerning complaints from parents/carers of pupils with SEN/LDD?

Complaints from parents/carers should be addressed in the first instance to the Headmistress. The Headmistress will investigate the complaint and take appropriate action. If the complaint is not resolved, the matter will be referred to the School Governors.

What role is played by parents/carers of pupils with SEN/LDD?

Parents/carers are involved in all stages of the SEN/LDD process. Their views are listened to and respected. Appropriate support and guidance will be offered if it is necessary to refer the child to any external specialists or agencies.

What links exist for the transition of pupils with SEN/LDD between schools?

Before a child joins the school, as much information as possible is obtained from previous schools/nurseries. Often parents will submit an Educational Psychologist or specialist report along with the application. For pupils entering the school at Year 2 or above, the initial pupil profiling session will usually be completed as part of a comprehensive individual or group assessment session. In some instances the SENCO will assess a pupil on a one-to-one basis when this is deemed to be more appropriate.

In the event that SEN/LDD details are not disclosed on the school admissions form, it may be necessary for the prospective pupil to re-visit the school when a Special Educational Needs report and additional details are available. Following the pupil profiling session and a discussion with the parents/carers, it is usually possible to assess the amount of extra provision that will be required for the pupil in order to meet his/her special needs. All pupils are regularly reviewed and the allocation of extra provision can be adjusted according to the pupils' performance in school. In the event that a SEN/LDD pupil is transferring to a new school, the SENCO liaises (when appropriate) with the new school SENCO and forwards any details required in relation to the provision that the pupil has received at Notting Hill Prep.

What links exist with: health organisations, social services and education welfare services and any other voluntary organisations, which work on behalf of children with SEN/LDD?

Contacts with Westminster Education Department, Hammersmith and Fulham LEA, Ealing LEA and Kensington and Chelsea LEA are well established. Links have also been formed with Kensington and Chelsea Social Welfare Service and with Hammersmith and Fulham Social Welfare Service. The

London Children's Practice (Speech and Language therapy; Educational Psychologist; Occupational Therapy). The SENCO has well-established links with a variety of Educational and Clinical Psychologists. The SEN/LDD department has a directory of voluntary organisations, which work on behalf of children with SEN/LDD, and this information is available on request from the school.

In this policy reference is made to the following school policies:

- Equal Opportunities and Inclusion Policy
- Admissions Policy
- EAL Policy
- School Accessibility Plan
- Safeguarding Children and Safer Recruitment Policy

Monitoring and Evaluation of the Special Educational Needs Policy

The School's SEN/LDD policy is reviewed on a yearly basis by the SENCO and the Senior Management.

Appendix 1

TYPES OF DIFFERENTIATION	EXPLANATION	EXAMPLES
Size	Adapt the number of items that the learner is expected to learn or complete	LA <ul style="list-style-type: none"> • Reduce the number of dates/pieces of vocabulary a learner must learn at any one time
		HA <ul style="list-style-type: none"> • Reduce the number of words a child has to complete a task i.e. explain the meaning of.....in only 150 words to think hard about what to write
Time	Adapt the time allotted and allowed for learning, task completion, or testing	LA <ul style="list-style-type: none"> • Give more time i.e. 25% extra, teach how to use the time • Individualise a timeline for completing a task; pace learning differently (increase or decrease) for some learners
		HA <ul style="list-style-type: none"> • Spend less time on core activities and more time on challenging extension tasks • Restrict time to add challenge • Give 'project' work and set a deadline
Level of Support	Increase the amount of personal assistance with a specific learner	LA <ul style="list-style-type: none"> • Assign peer buddies, teaching assistants, peer tutors or cross age tutors
		HA <ul style="list-style-type: none"> • Set HA children together for specific tasks, where they are expected to perform at a higher level • Role – set a common class work task, but give individuals different roles i.e. chairperson • HA could provide support for other pupils for those who may need support for writing etc. • Adult support to explain how they can excel in the task or lesson.

<p>Input</p>	<p>Adapt the way instruction is delivered to the learner</p>	<p>LA</p> <ul style="list-style-type: none"> • Use different visual aids; flow charts, mind maps, lists, tree diagrams to show information • Model using ‘another student’s work’ • Use concrete examples • Provide ‘hands-on’ activities • Place students in cooperative groups
		<p>HA</p> <ul style="list-style-type: none"> • Set a common task, but give HA less detailed instructions, or are asked to plan their own task • Set an independent task or challenge, such as a further investigation in maths or science, or a different class reader from a selected list, and invite HA to decide how they would like to demonstrate their learning to you and the rest of the class after an agreed length of time • Ask HA to plan the ‘starter’ based on prior learning for the next lesson • Ask HA to plan the ‘plenary’ – present their findings to the class at the end of lesson • Allow HA to do the planning to allow for original thinking
		<p>LA</p> <ul style="list-style-type: none"> • Allow the use of a calculator to figure maths problems • Simplify task instructions • Change rules to accommodate learner needs

<p>Difficulty</p>	<p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p>	<p>HA</p> <ul style="list-style-type: none"> • Set a higher target i.e. level 4 pupils find five synonyms for the word ‘pleased’; level 5 pupils find 10 examples • Provide a ‘matrix’ of different level activities for children to choose from ranging from easy to challenging • Use ‘must, should, could’ and plan activities accordingly • Use higher-level questioning and directing questions at particular pupils rather than waiting for ‘hands-up’. • Provide full-length versions of abridged tests you are using with the rest of class • Provide a wider reading or research around a topic • Give HA children an example of 3 poems rather than 1 and ask children to compare and contrast – what do you like about it? • Set homework that involves in-depth research on more open ended and complex aspects of the topic. I.e. send home 3 poems vs. 1 of same poet. Send home an article from New Scientist.
<p>Output</p>	<p>Adapt how the student can respond to instruction</p>	<p>LA</p> <ul style="list-style-type: none"> • Instead of answering questions in writing, allow a verbal or tape-recorded response. • Use a communication book for some students • Allow students to show knowledge with hands-on material • Allow exams or comprehensions to be in multiple choice format to show knowledge and understanding • Dictate written work <p>HA</p> <ul style="list-style-type: none"> • Recording using OHP, PowerPoint, videos, tapes, models • Give the answer, HA children set the question- a form of differentiation by outcome – useful at the end of the task
<p>Participation</p>	<p>Adapt the extent to which a learner is actively involved in the task</p>	<p>LA</p> <ul style="list-style-type: none"> • In geography, let a student hold the globe, while others point out locations • Pair and share partnerships • At start of the year, using Gardner’s multiple intelligence’s – steer children to seek answers from one another based on learning styles i.e. ask pupil who is ‘logical’ for spelling advice etc.

		<p>HA</p> <ul style="list-style-type: none"> • ‘No hands up’ lessons – children must think (give time to think) and discuss with partner – teacher randomly asks children • HA children act as ‘chairperson’ or ‘lead learner’ who take responsibility of maintaining momentum and focus during group work – great for comprehensions. • Ask HA children to ‘model’ their thinking by explaining their answer/solution to a neighbour, or teaching a key learning point
Alternate	Adapt the goals or outcome expectations while using the same materials	<p>LA</p> <ul style="list-style-type: none"> • In geography for example, expect a student to be able to locate just the countries while others learning to locate capitals as well
		<p>HA</p> <ul style="list-style-type: none"> • Use just one stimulus to generate deeper thinking and speculation
Substitute Curriculum	Provide different instruction and materials to meet a student's individual goals	<p>LA</p> <ul style="list-style-type: none"> • During a language test, one student is learning computer skills in the computer lab if keyboarding is part of their IEP • If child has a level of understanding that is below chronological age, then provide comprehensions from different year group. Assess based on that material, not the same as the rest of class
		<p>HA</p> <ul style="list-style-type: none"> • Set coursework from higher levels depending on strengths...great motivator....this comes from GSCE maths!

Appendix 2

CONCERN SHEET
Confidential

Class:

Teacher:

Date:

NAME OF STUDENT	CONCERN	ACTION TAKEN

Appendix 3

School Action

Action to meet learning difficulties in school.

Evidence that a child is not making progress can lead to the need for action to meet learning difficulties. Intervention under School Action can be taken where there is evidence to support concerns that a child makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;

- Shows signs of difficulty in developing literacy or mathematic skills, which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties, which are not improved by the behavior management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum
- The Special Educational Needs Coordinator (SENCO) and the class teacher decide on the provision necessary for the child to make progress. Parents are consulted and kept informed on what action is to be taken and progress made.

School Action may include the involvement of extra staff but can also require different learning materials, special equipment or an individually planned teaching strategy.

An Individual Education Plan (IEP) is prepared, outlining action to be taken. This is reviewed on a regular basis.

For children under school age, in early educational settings, intervention takes the form of Early Years Action.

Individual Education Plan

Name: D.O.B: C.A as of 1 Sep 09: Year: Form teacher: Support teacher:	Start date: Support: 1 x 30 minutes Review date: March 2010 WRAT test date: Results	Main Concerns
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Targets	Strategy	Evaluations
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Appendix 5



Learning Goals



Date	Learning Objective	Pupil Assessment	Comments	Teacher Assessment
Autumn Term				

Key for Pupil and Teacher Assessment - Traffic Light System



Objective fully achieved



Objective partially achieved



Objective not yet achieved

Appendix 6

School Action Plus

Specialist Support

If it is found that a child is not making adequate progress, or if a child's special educational needs cannot be met under School Action, then specialists may be consulted and new teaching strategies developed.

Extra intervention under School Action Plus can be made if, despite receiving an individualised programme, a child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of a children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties, which substantially interfere with the child's own learning or that of the class group, despite having an individualized behavior management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- It may be necessary to have an educational psychologist provide a specialist assessment of a child's needs.

A new Individual Educational Plan (IEP) is prepared, with new strategies for supporting progress. This is reviewed on a regular basis.

For children under school age, in early education settings, intervention takes the form of Early Years Action Plus.

Appendix 7**Adequate Progress**

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Whatever the level of pupil's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates and improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour