



ST PHILIP'S SCHOOL

## SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

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### Definition of SEN

A boy with special educational needs is defined as one who has a learning difficulty or disability which calls for special educational provision to be made for him. A boy would fit into this category if he:

- has a significantly greater difficulty in learning than the majority of children of the same age or;
- has a disability which prevents or hinders the use of educational facilities generally provided for children his age.

### Learning Support

Learning support is co-ordinated by Emily Forman (SENCO). She is responsible for the day to day operation of St Philip's SEN policy, in conjunction with the Head Master and the teaching staff.

### Aims

All pupils at St Philip's should have the opportunity to achieve their full potential, including those with SEN. The school aims to provide, to the best of its ability, the best setting to meet the needs of pupils with SEN in addition to its standard provision of education.

Pupils with SEN are welcomed, at the discretion of the Head Master and the SENCO if it is felt that they will be able to cope with the mainstream curriculum and routines of the School, and that the School can provide adequate support for their specific needs. The previous school and any education psychologists' reports will be consulted, and an individual entrance assessment might be organised if considered appropriate.

The number of boys with specific learning difficulties or SEN is limited within each year group to enable their needs – and the needs of all pupils – to be met. Therefore, any known specific learning difficulties or SEN must be declared upon application for admission and/or entry to the School. The SENCO, will co-operate with interested agencies and comply with the relevant Codes of Practice (and any subsequently issued by

other agencies) to ensure the appropriate support and provision for boys with SEN statements.

All boys at St Philip's will have access to the school curriculum. Staff at St Philip's will welcome any boy that has been admitted to the School – including those with special educational needs – and will adopt a positive approach towards their needs.

In order to ensure the best possible support for all boys identified as SEN pupils, St Philip's will:

- **assess** – analyse pupil's performance and needs
- **plan** – agree support that a pupil with SEN should receive
- **act** – work with the pupil each day through integrated and high-quality adaptive teaching, and occasional interventions
- **review** – assess the effectiveness of the provision and adjust as necessary its delivery

St Philip's expects all boys to reach their potential and recognises their achievements as well as their difficulties. Parents are invaluable partners and will be involved in decisions about their son's education.

### **Screening at Entrance Assessment**

All prospective pupils are given tests in reading comprehension, spelling, punctuation and numeracy. These provide valuable information as to whether these pupils have specific literacy and/or numeracy difficulties, which can be assessed by the SENCO, who can determine whether or not such difficulties are too profound to be catered for at St Philip's. If they are deemed to be too profound, it is the school's policy to provide advice to the parents as to what alternative, more specialised, schooling might be pursued.

### **Screening at St. Philip's**

All St Philip's pupils are screened in literacy and numeracy twice a year – normally October and March – as a means of assessing their progress in these areas. If the result of this screening causes concern, or a member of staff has raised concerns, the following procedures will be followed:

- a) The Head Master will be informed and will discuss the matter with the SENCO and the teaching staff without delay.
- b) If deemed appropriate following staff discussions, the Head Master will contact the pupil's parents to arrange a meeting at which the SENCO will be present. A likely recommendation would be an assessment by an educational psychologist to diagnose any difficulties and to establish how the pupil's needs can best be met.

### **Assistance for boys with SEN**

Parents are informed and offered guidance and advice as to how to deal with any specific need. Once particular SEN have been identified and a report/assessment has been submitted to the School, the following procedure begins:

- An initial meeting occurs between the parents and the SENCO to discuss future action
- Parents may speak to the SENCO at parent-teacher meetings
- An Individual Education Plan (IEP) is drawn up by the SENCO in consultation with staff, parents and the boy concerned. It states the boy's strengths, weaknesses, targets and objectives in addition to tips for teachers including strategies to help the boy. New IEPs may be presented and discussed at an appropriate meeting of staff.
- One staff meeting per term is usually dedicated to a general update on SEN provision throughout the School.
- All IEPs are kept on file and updated at least once annually.

Boys, teachers and parents are involved in the selection and formulation of IEP' targets. The boy and his remedial teacher assess the boys' targets termly and the results are passed on to the parents for comment and acknowledgement.

Remedial tuition is suggested where appropriate. Individual remedial tuition can be arranged at School in consultation with the SENCO. Individual lessons are limited by restrictions of time and space at the School. An additional charge will be made for remedial tuition and Helen Hunt invoices the school.

**Assistance for bi-lingual boys or boys with English as an additional language is at the moment offered externally from visitors at the London's Children Practice after negotiations with the families and visits are hosted by the school.**

### **Staff awareness and support**

- Through induction and INSET training teachers are made aware of and trained in how to recognise signs of SEN
- The School is committed to collaborating and communicating with parents about SEN
- Boys with SEN have equal access to all areas of the curriculum and are taught fully within their class except for weekly specialist one-to-one teaching.

### **Provision**

The School ensures that, insofar as reasonably practicable, the curriculum, site and facilities are fully accessible to boys with SEN. Provision includes:

- Improving learner's access as far as is reasonable through physical changes to the building and by providing extra resources
- Appropriate and effective classroom management, with planning and adapting the lessons in order to meet individual needs of the students.
- Support lessons and parental support and guidance for those with EAL. Speech and Language Therapy has been recommended at the London's Children Practice.

- Ongoing consultation with parents and boys
- Familiarisation of all staff, including inexperienced staff, with the SEN policy
- Alerting all teachers and support staff to the child's needs and providing appropriate training and literature
- Developing and maintaining links with support agencies
- Helping any pupil develop appropriate practices for recording information, such as using a laptop computer
- Providing extra time in examinations where there is a recommendation by an educational psychologist's report.
- Providing alternative sources or formats of information to suit and accommodate different learning needs.

### **Evaluation and tracking**

Every boy with SEN will be the subject of regular review until there is no longer a cause for concern. The review must:

- Assess progress made by the boy
- Judge the effectiveness of the plan and specialist involvement
- Review and update information
- Plan future action and set new targets
- Consult teachers, parents, boy and where appropriate other specialties.

### **Links with schools**

The School places great emphasis on the procedure for selecting the correct choice of senior school for all boys at St Philip's. The SENCO must discuss any concerns she has with the Head Master and inform him as well as the Deputy Head (Academic). The SENCO then must contact the receiving school to discuss the child's individual needs with the prior permission of the parents. Support for parents in the choice of next school is offered via meetings with the Head Master and SENCO. Transfer information is arranged with the parents' consent and includes the SEN file and the child's last school report.

### **Complaints**

Any complaints about the School's provision for a child with SEN should normally be addressed in the first instance to the SENCO. The SENCO will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation cannot be resolved it should be referred to the Head Master and the School's complaints procedure will be followed.

### **Review of the policy**

The SEN policy is reviewed annually as part of the School's monitoring and evaluation cycle. The review includes an assessment of the effectiveness of identification, efficiency of record keeping, resources and provision.

## **Laptop use**

Laptop use in School can only be accommodated under the following circumstances.

- Specific recommendation by an educational psychologist
- Permission from the Head Master in consultation with the SENCO
- A suitable typing speed of 30 words per minute, to be tested at the School
- Procedures of operation (printing/filing) are agreed with the SENCO and the subject teacher.
- All prep/homework must be printed out, trimmed and stuck into an exercise book prior to presentation for marking
- All boys must use a USB memory stick and all work saved at School that day must be printed out at home and stuck into the relevant exercise book
- All laptop must always be on mute
- Boys are not permitted to have games or other multi-media programmes on their laptops
- All laptops for use in school must be capable of running on battery power and that battery power must always be used. Cables may only be plugged into mains electricity in exceptional circumstances
- Boys and parents are required to sign a St Philip's Laptop User Agreement detailing the above.

## **Laptops in school examinations**

- Boys may use a laptop in a school examination where they would usually use a laptop during lessons
- The SENCO will submit a list of boys eligible for laptop use to the Head Master in advance of the examinations
- Examination papers must be printed out immediately after the examination on a School printer
- Laptop users must sit with their screens visible to the invigilator at all times.

## **Extra time in school examinations**

Extra time in school examinations can only be sanctioned after specific recommendation by an educational psychologist, or child psychiatrist or other professionals who conduct neurodevelopmental assessments. The SENCO will submit a list of boys eligible for extra time to all staff in advance of the examinations

## **Laptop use and/or extra time at Common Entrance**

Prior permission from the senior school for which a boy has been entered must be obtained by parents before laptop use during Common Entrance may be sanctioned. It is usual for senior schools to make such a decision based on an education psychologist or child psychiatrist's report that is less than two years old.

