



ADDITIONAL LEARNING POLICY

The Petersfield School acknowledges that all pupils have individual gifts, talents, abilities and needs, be they academic, practical, moral and spiritual, physical, emotional or social.

We believe that all children can achieve and that we can encourage them to reach their potential by fostering a positive attitude and a sense of pride in their ability and in each and every success. We aim to enable each child to learn effectively and to develop into a self-confident and responsible member of society. The quality of all pupils' experience and how they are helped to learn, achieve and participate fully in the life of the school is paramount

The SEN and Disability Act 2001 and the publication of a revised SEN Code of Practice updated the statutory framework procedure for SEN. The Government's 'Strategy for SEN: Removing Barriers to Achievement' (DfES 2004), sets out an agenda for action on four fronts: early intervention; removing barriers to learning; raising expectations and achievement; and delivering improvements in partnership. These themes are a reflection of the major reform of children's services as set out in 'Every Child Matters'. The Department Policy is based on the Hampshire SEN Policy and follows the clear aims and objectives set up within this statement which reflect the Government's Programme of Action:-

- The quality of provision for pupils with special educational needs is maintained and improved wherever it is delivered.
- Inclusion is developed further by recognising that schools and supporting services effectively provide for the needs of all the children in the community.
- Effective assessment systems are operated as early as possible, in conjunction with other agencies.
- Resources are allocated and used efficiently, effectively and equitably.
- Partnership with children, parents/carers and other stakeholders work effectively.

Hampshire SEN Policy Statement – April 2005

As a department we will aim to ensure that all children are valued equally and we shall do our best to ensure that all have access to a broad and balanced curriculum on entry and throughout as appropriate. We will provide differentiated work and also give support to teachers throughout the curriculum and within the department. Individual learning will be supported in classrooms by Teaching Assistants and within the department by withdrawal to be taught by a qualified teacher. Targets will be set and monitored across the curriculum for pupils on School Action, School Action Plus and Statemented on the Code of Practice with close liaison between ALC, Subject departments and Heads of House. Parents will be informed that their child has been

identified as having a special educational need and a keyworker will be identified to support the child and liaise as necessary, both within and outside the school.

Children may be disadvantaged in their progress by a range of problems – physical, social, emotional or behavioural and may have a special educational need in one or more areas of the curriculum where their performance may be substantially at variance with their ability or they have difficulty in accessing part or all of the curriculum. To support these children and to try to ensure that they are not disadvantaged we aim to improve literacy skills and numeracy skills generally building on the skills acquired in KS2. We also aim to provide a safe supportive environment for emotionally affected pupils and encourage school refusers to enter school life fully. We also aim to ensure a smooth transition for these pupils when they transfer to our school from KS2. In addition we aim to encourage appropriate behaviour in order to facilitate learning and prevent underachievement. Strong links with Heads of House, home, previous schools, outreach services, Children's Services and other outside agencies are vital and are valued and nurtured by this department.

Children may have exceptional talents or ability in one or several spheres. Such special educational needs will be addressed through the Gifted and Talented policy of TPS whereby the school will seek to encourage and stimulate such talents and ability ensuring that they have the opportunity to reach their full potential.

The school admissions policy reflects the LEA and school approach to pupils with identified special educational needs within the catchment area in addition to out of catchment area if the school decides that the placement is suitable. These include medical and/or psychological reasons supported by medical evidence. The school seeks to accommodate such pupils including the physically disabled within its access and toilet resources. Every effort will be made to work together with other schools to support inclusion of all children from the community backed up by specialist advice from local authority and health services.

Subjects will be made accessible to pupils with special educational needs through the provision of materials, qualified teachers and teaching assistants, where possible. Every effort will be made to ensure that consideration is given to SEN pupils in the development of ICT. Liaison with parents/carers will take place to inform them of the progress of their children, the educational provision and the implementation of the Code of Practice. The school will determine the amount of resource for each child according to the Code of Practice requirement under the premise of most help for those with a greater need. Provision will be reviewed annually. Every effort will be made to ensure that all resources are monitored, developed and reviewed in order to ensure provision and need are maintained.

The school will adhere to the Code of Practice and will adopt a range of appropriate strategies within its resources regarding identification, liaison with parents and external agencies, planned provision, monitoring, review, pastoral

care and welfare of pupils. Staff will be informed and involved. Staff within the department will have access to necessary and appropriate training in order to maintain suitable support. Other staff will also be given appropriate training where necessary to address a particular identified need. These training needs will be supplied through internal and external training agencies.

Identification of pupils with special educational needs is initially based on KS2 SATS results, recommendations by feeder school, and also those who are stated prior to joining the school. Assessment of progress is tracked through IEP/IBP Review statement targets, Records of Progress (RoPs), tracking pupils, observation, and re-testing of Reading and Spelling test at the end of the academic year and also through school exam results linked to MidYis and Yellis predictions and Fischer Family Trust generated targets. Any complaints about special educational needs provision would be dealt with personally by the Manager of Additional Learning initially and if the problem persisted would be discussed with the Department Line Manager and/or Headteacher as appropriate. Parent partnership is strongly valued and every effort is made at all stages to inform parents of any relevant information.

Sponsored by: Shelley Brill

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School Committee