



THE PETERSFIELD SCHOOL
ADDITIONAL LEARNING DEPARTMENT
INFORMATION SHEET

The Code of Practice for Special Educational Needs

The Code of Practice is fully implemented at TPS. Staff share in the identification and support of pupils with difficulties. This is in line with the procedures set out in the Code of Practice.

Pupils are identified by a variety of means:-

1. by Primary School liaison
2. by reading and spelling test on entry to school
3. by subject teachers or tutor
4. by Head of Year or Deputy Head
5. by parents or outside agencies

Their level of need is then assessed by the Additional Learning Department.

The pupils may have a wide variety of difficulties. There are many who have a mismatch between ability and literacy levels as well as slow learners whose problems are more general. There are also pupils with emotional and behavioural problems or sensory and physical difficulties which need supporting.

The Code of Practice expects schools to respond to the needs of identified pupils who are then placed on the school's register of SEN. The Petersfield School offers a graduated response, initially with just Concern Expressed and then more formally under the headings of *School Action* and, where appropriate, *School Action Plus*.

Concern Expressed

Pupils may be placed on the register if concern has been expressed by teaching staff, LSAs or through testing. These pupils will stay on the register until their problems are resolved or will remain and move onto *School Action*.

School Action

When a subject teacher, member of the pastoral team or the SENCO identifies a child with SEN they should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

The triggers for intervention through *School Action* could be the teacher's or others' concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management's 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.

School Action Plus

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP (Individual Education Plan). Schools should always consult specialists when they take action on behalf of a pupil through *School Action Plus*. But the involvement of specialists need not be limited to such pupils. 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 by a source for in-service advice on learning and behaviour management strategies for all teachers.

At *School Action Plus* external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise subject and pastoral staff on new IEPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The kinds of advice and support available to schools will vary according to local policies.

The triggers 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 in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected or pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service

- has ongoing communication or interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning.

Statutory Assessment of Special Educational Needs (Statement)

The special educational needs of the great majority of children should be met effectively within mainstream settings through *School Action* and *School Action Plus*, without the local education authority needing to make a statutory assessment. In a very small number of cases the LEA will need to make a statutory assessment of special educational needs and then consider whether or not to issue a statement.

When a Statement of Special Educational Needs is issued, support is put in place to fulfil the requirements of the Statement. A Statement will lay down the number of hours of qualified teacher assistance and support within the classroom, a pupil should receive. The Statement will also outline the difficulties and needs of the pupil. A full Annual Review must take place during the year when staff, Educational Psychologist, School Doctor, Social Services, parents and pupil all contribute written reports. A summary of these reports will be given to the parents and Head of Year and a copy of the final report is filed in the pupil's records.

Parents

Parents are notified by receipt of the Individual Education Plan when a pupil is placed on the register. Parents are offered advice and invited to contribute to the support strategies where possible. If necessary regular discussion with parents will take place via letter, phone or meeting. Mrs Brill is available at all Parents' Evenings to review progress and targets.

Please contact Mrs Brill, Manager, Additional Learning if you have any queries or concerns.