

## Hereford Cathedral Junior School

### SPECIAL EDUCATIONAL NEEDS

**This policy applies to all pupils at Hereford Cathedral Junior School including those in our Early Year Foundation Stage (EYFS) settings.**

#### Section I: Statement of Intent

Hereford Cathedral Junior School aims to create an environment that meets the specific learning needs of all its students. In the Learning Support Department we encourage children to become active learners, ensuring that they are provided with opportunities to achieve their true potential, regardless of age, disability, attainment, gender, ethnicity, or background. We want children to work at their own pace, in small steps to enable them to be secure in their learning and to be proud of their achievements.

#### Principles

The School will have regard to the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015), and will adhere to the Equality Act 2010 and the Children and Families Act 2014 when carrying out its duties towards all pupils with Special Educational Needs, Learning Difficulties and Disabilities. It will ensure that parents are both notified of and involved in the decisions made by the School that SEN provision is being made for their child. All teachers are teachers of special needs. Curriculum delivery should be developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all.

#### Definition of 'Special Needs'

At Hereford Cathedral Junior School we tend not to have pupils with the wide range of Special Needs that might be found in other schools, such as pupils with Education Health and Care plans (EHCPs). However, we recognise that we do have some pupils who have significantly greater difficulty in learning than the majority of pupils in the same year group at the school. Provision is made for these pupils through Learning Support, which is additional to or different from the provision made for most pupils. We recognise, too, that very able pupils can sometimes require special provision.

Should the school agree to admit a child with an EHCP, identified by an Educational Psychologist, or other recognised body, the school undertakes to provide subject matter appropriate for the ages and aptitudes of any such pupils and to provide an education which fulfils its requirements. The Head of Learning Support/ Director of Studies in conjunction with the Head will ensure that both the statutory requirements and individual needs are met. Should statutory assessment of a child lead to an EHCP, the school would work with the parents to provide an education that fulfils its requirements.

## **Section 2: Aims of the Learning Development Department**

- To enable children with Learning Difficulties/Disabilities to benefit as fully as possible from their education and achieve their maximum potential.
- To identify children with Additional Learning Needs, through careful assessment & monitoring of their abilities and performance in class.
- To draw up specific individual plans and targets for those children who are identified in order to address their specific individual needs.
- To advise staff of key strategies which should be used to support children in lessons. These will be collated onto Action Plans, located on Isams, for each individual pupil, as well as year group focus plans which will be displayed in the staff work area.
- To provide tasks and activities that are differentiated to meet the specific needs of all children who are identified as having additional learning needs.
- To provide appropriate resources to enable children with additional learning needs to access the curriculum.
- To promote a positive self-image and encourage self-confidence.
- To regularly review and evaluate children's progress and to work in partnership with parents, children and staff throughout this process.
- To work in close partnership with parents.
- To link with External Agencies where necessary.

## **Section 3: Identification of Children for whom Learning Development is appropriate & Assessment**

In the Pre-Prep Department (Year 2 and below), when a parent or teacher expresses concern about a child's progress, informal discussions are held with Learning Support Staff, Class and/or Subject Teachers. Parents will be informed and permission sought for Learning Support involvement. A member of staff from Learning Support will then observe the child in class and carry out some individual work as appropriate, either in class or in the Learning Support room. They may also meet with the Parents to discuss the child's needs. The Class Teacher and Parents will be given suggestions and/or resources as appropriate by the Learning Support Staff. This may be followed by a period of close monitoring or further assessment, with a further review within a term. If considered appropriate, an individual plan is drawn up, targets set and on-going intervention timetabled. Such intervention may be individual or small group teaching in Learning Support, or in-class support. An Action Plan for suggestions of strategies to use in class will be shared with the appropriate staff.

In Years 3-6, all children are regularly assessed through:

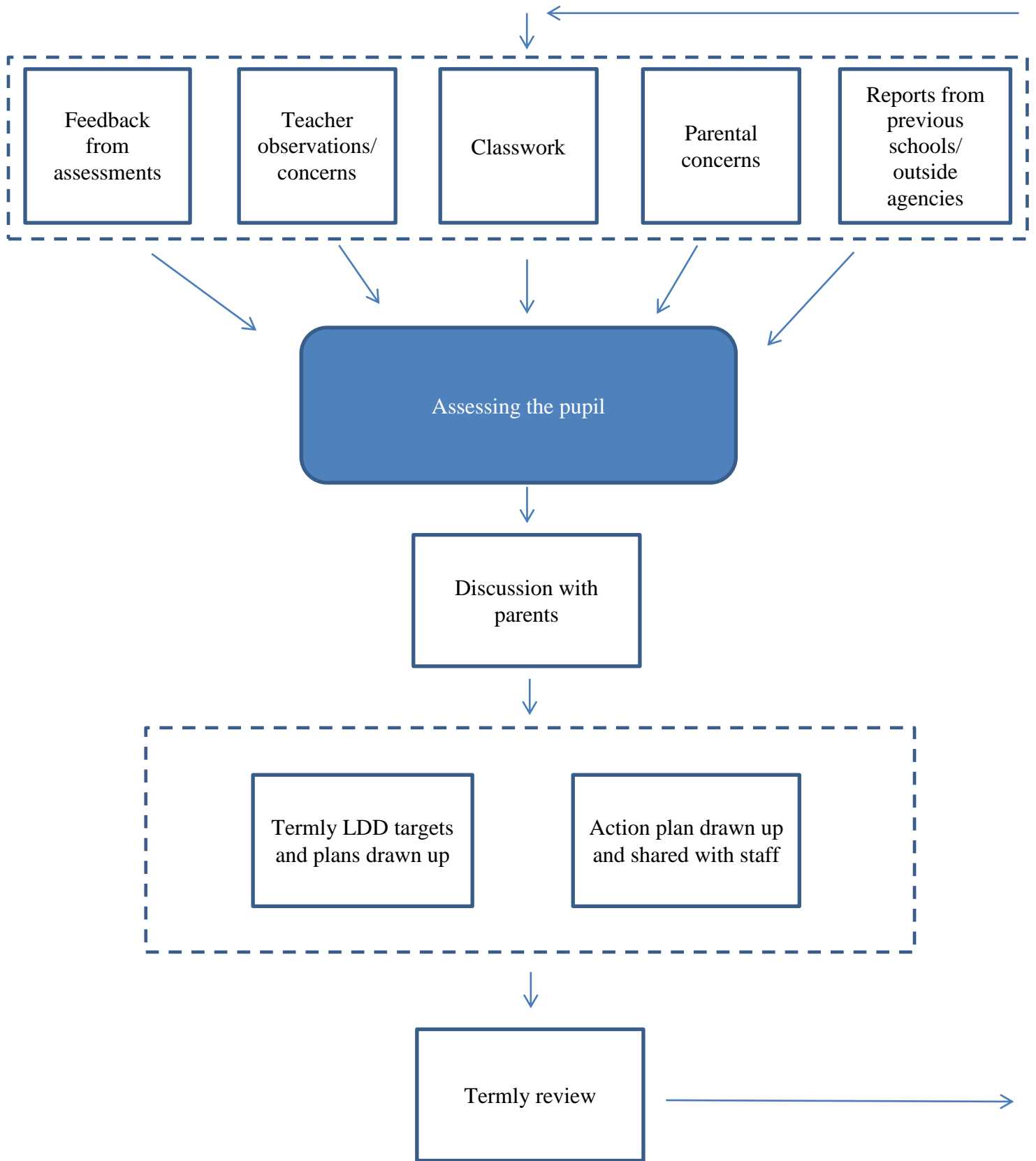
- a New Group Reading Test;
- the HAST-2 (spelling);
- Standardised assessments in English and Maths;
- moderated writing and reading tasks;
- Cognitive Abilities Test (CATs) in Year 3.

If a child achieves scores which cause concern, discussions are held with the relevant staff and parents are consulted. Following these discussions, individual targets for Learning Support sessions are drawn up and appropriate teaching interventions are also timetabled; this may involve individual or small group teaching 1 – 3 times a week, the introduction of

an intensive programme of work, or support in class from a member of the Learning Support staff (teacher or Teaching Assistant). An Action Plan, which details the support/intervention strategies that should be used in class, is discussed, compiled and shared with all staff. Action Plans are reviewed termly, but are considered a working document and could be updated at any time (as deemed appropriate). The Head of Learning Support is responsible for ensuring that Action Plans are kept up to date.

Pupils are also identified as needing support through teacher observations, monitoring of classwork, parental concerns and reports from previous schools or external agencies. There is also a discussion of 'Children of Concern' at the weekly staff meeting which the Head of Learning Support attends.





The Learning Support staff are also able to conduct further assessments on individual pupils, in the form of:

- Spelling;
- Reading;
- Visual perception and motor coordination;
- Maths;
- Phonological awareness and processing.

These further, more detailed, standardised assessments can take place following the raising of a concern with the Head of Learning Support, and after consultation with the parents. This may be after other assessments have taken place in a year group, or due to general class observations that have been made by staff.

A consent form must be completed by the Parents before any assessments take place.

The Head of Learning Support will conduct the tests on a 1 to 1 basis, and a report will be written following completion and scoring. The report will be shared with the parents, who will have a copy, and summarised for all staff involved (a full copy will be available for those who would like to read it). Any recommendations will also be added to the Action Plan.

Timing of the assessments:

The assessments may take anything from 15 to 45 minutes, and it may be necessary to conduct a number of them for an individual pupil. It is often best to give the pupil breaks between assessments, therefore it they may need to be seen several times over a day or days. It will be judged upon the individual. This may also mean that pupils, who are being assessed, may need to be withdrawn from core lessons. In addition to this, the learning Support timetable may not run as scheduled. These will be rare occasions.

#### **Section 4: Monitoring Progress and Ongoing Assessment**

Monitoring a child's progress is central to the work of the Learning Support. Work is covered in small steps – each step being assessed through observation and informal testing before moving on. Care is taken to reinforce work constantly through revising and revisiting previous teaching in order to ensure a structured cumulative approach. Progress on specific targets is assessed when plans are reviewed at the end of each term.

In addition the Head of Department liaises with the Head of English, Head of Maths and the Director of Studies after termly assessments throughout the Junior Department to monitor the progress of pupils, as well as discuss any children whose results are cause for concern. Where concern about a child's difficulties remains it may be deemed appropriate to involve outside agencies.. The decision to involve outside agencies would be discussed with parents. Following assessment from an outside agency a follow-up meeting will be held with parents to discuss the outcomes. Any recommendations will be circulated to appropriate staff, added to the Action Plan and discussed in staff meetings.

Learning Support staff also formally feedback to parents as part of the school reporting process. This supplements the more informal feedback which takes place on a frequent basis in the form of meetings and phone/e-mail communication.

#### **Section 5: Teaching Interventions**

When deemed appropriate, a range of specialist teaching interventions is used according to

the specific needs of the child. These may include support in class, small group work or individual support in Learning Support or intensive specialised programmes for children who have specific learning difficulties. Areas of support may include the following:

#### Reading

- Providing specialist teaching designed to develop the child's skills at their own individual level, taking account of their specific difficulties and using a range of strategies including whole word, phonological and multi-sensory approaches;
- Providing specialist programmes which often require daily practice at home;
- Providing small group reading opportunities;
- Teaching specific strategies to assist reading comprehension. This may include scanning skills, highlighting keywords, interpreting text and structuring answers, and working on higher order skills such as reasoning and inference;
- Monitoring reading books used in class and at home to ensure appropriate interest and level of difficulty essential to maximise progress. In some cases books from Learning Support resources are lent to children to supplement those available in the school collections.

#### Spelling

- Providing specialist teaching using a range of approaches to meet the child's individual learning style. This may include multi-sensory, specific spelling rules, spelling patterns, mnemonics, whole word and phonological approaches;
- Providing specialist programmes which often require daily practice at home;
- Liaising with teaching staff to support generalisation of specific teaching points into spontaneous writing in class.

#### Handwriting

- Providing specialist teaching and resources to address the child's individual needs. This may include exercises, specialist equipment and programmes designed to promote a fluent cursive script;
- Liaising with teaching staff and parents to support generalisation of specific teaching points into spontaneous writing;
- Providing access to a specialised group programme with practice at home.

#### Numeracy

- Providing additional practical experiences and support to supplement class work, which may include a requirement to practise at home;
- Ensuring child has full understanding of mathematical concepts and language covered in class;

#### Gross Motor Skills

- Providing a range of exercises and activities designed to promote motor control for children who have difficulties with fine and/or gross motor skills, e.g. dyspraxia.

In Years 5 & 6, pupils are set for English and Mathematics. The Lower Sets are kept as small as possible. Close liaison is maintained with Learning Support staff, who may timetable additional lessons for reading, spelling or maths on an individual or small group basis if necessary.

The pupils in these sets receive the Junior School curriculum for English and Maths (see separate policies) but this may be adapted to accommodate for their needs and particular learning styles. There is an emphasis on making the curriculum accessible through the use of interactive teaching methods, as well as training the pupils to use strategies and develop study skills so that they may access the whole curriculum independently. Over the 2 years, independence is nurtured in preparation for the transition to secondary education.

## **Section 6: English as an Additional Language**

We are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. Where appropriate, we will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Should the School admit children whose first language is not English, the School will determine whether additional tuition in English will be necessary. The School will seek to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language.

Where such support is necessary, we aim to ensure that all EAL pupils are able to:

- Use English confidently and competently;
- Use English as a means of learning across the curriculum;
- Where appropriate, make use of their knowledge of other languages.

Staff take actions to help children who are learning English as an additional language by various means:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.

Additional support is provided to any children who are operating at a level below that which would be expected for their age/time in school.

## **Section 7: Transfer to HCS**

Towards the end of Year 5, any pupils who have been identified as having specific needs are discussed with members of the Senior School Learning Support and, if appropriate, the HCS

Academic Deputy Head. Following liaison with parents, members of the Senior School Learning Support may assess individual pupils. These pupils are monitored closely throughout Year 6, and the Learning Support staff are involved in discussions regarding any provision that the pupil may require in Year 7. A schedule of meetings between the departments has been made across the academic year.

### **Section 8: Marking Policy**

Marking of work in the Learning Support is usually carried out with the child, focusing on and praising on all positive aspects. Mistakes and errors are noted and used as future teaching points.

Learning Support staff have made recommendations which have been incorporated into the School's marking policy.

### **Section 9: Use of ICT**

There are 2 computers in the Department These are used mainly for specialist spelling and maths programmes and for children to practise their ICT skills.

### **Section 10: Resources**

There is a dedicated teaching room for the Learning Support, which houses a range of specialist learning resources which are available for teaching staff. The teaching room is used for small group work, individual teaching and for Parents' meetings. Parents are encouraged to visit staff and borrow appropriate resources.

Last review date: 2.3.20

Reviewed by: TD, in liaison with CW

Reviewed with reference to ISI Commentary on the Regulations (September 2019)