



Heathside Preparatory School

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Heathside School Pupils with Identified Needs October 2009

The Pupil with Identified Needs Co-ordinator (PINCO) who is responsible for the day-to-day provision for children with identified needs is Sarah Fortna.

The PINCO is responsible for the identification, monitoring and recording of children with identified needs and for ensuring a high quality of provision to meet their needs.

“Children with special educational needs and or disabilities all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.” (DCSF-Special Educational Needs (SEN)- A guide for parents and carers.)

At Heathside Preparatory School we aim to include all children and value them equally. We aim to ensure that all children with specific learning difficulties have equal opportunity to access the Early Years Foundation Stage as well as the Curriculum throughout the school. This policy is a statement of the aims, principles and strategies to ensure effective and efficient provision for children with identified needs at Heathside Preparatory School. The DfES Code of Practice and the SEN and Disability Act (2001) have been taken into account in the formulation of this policy.

Admissions

Heathside Preparatory School was founded as a mixed-ability school, catering for differing learning styles and abilities, and accepting a proportion of students with specific learning difficulties such as dyslexia and dyspraxia, provided that their needs can be met within mainstream education. Although Heathside Preparatory School does not have any students with a statement of Special Educational Needs (SEN), we are usually able to accommodate children's individual learning differences in our classes.

Heathside Preparatory School currently does not have the resources to take pupils with severe or complex communication or learning difficulties. Entrance to the school is not automatic for any pupil, and for pupils with SEN, the needs and balance of the whole class must be considered. Before applying, parents of children with SEN are invited to discuss their child's needs to ascertain if this is a suitable school for their child and if the specialist teaching and resources necessary to help the child are in place within the school. The school will also need to see previous reports and assessments.

Inclusion

We are an inclusive school. The teachers and the curriculum at Heathside Preparatory School take into account the fact that our pupils come from a variety of backgrounds and progress at different rates of development. The teachers at Heathside will try to accommodate children with a variety of different needs

to the best of our abilities. The PINCO will work closely with the teachers to help them understand and accommodate learning differences, strengths and weaknesses so that pupils can access the curriculum and fully develop their potential. Extra teaching support is often provided for children in the classroom and a support teacher or PINCO also teaches in small groups or children individually. The curriculum is modified to meet the needs of individual children.

Specialist Support Offered

We have several teachers who are trained to work with dyslexic children. In addition our PINCO has had training to work with children with social/emotional and behavioural difficulties, dyscalculia and dyspraxia. Teachers in the school have been trained in assessment, speech and language development, dyspraxia and behaviour.

Identification of Learning Difficulties

Many pupils may experience a learning difficulty at some point in their schooling and we will observe and assess children regularly so that we can respond quickly and effectively. If a teacher believes a pupil may have a specific learning difficulty, they will record their concerns on a form and speak with the PINCO and the pupil's parents. It may be decided that the child will be observed for a period of time or offered more support in the classroom. The curriculum may be modified or individualised private tuition within or outside of school organised. It may be decided that the pupil needs an assessment, which will be carried out by the PINCO or an educational psychologist.

School Action

If it is considered at this point that the pupil requires more extensive help, they will be moved to School Action. An Individual Education Plan (or IEP) will be drawn up. This will have approximately three specific targets and strategies used to help the child. This IEP will be reviewed and each term as long as it is needed.

School Action Plus

If a pupil continues to make little or no progress in specific areas over a long period of time, or continues working at a level substantially below that expected of children of a similar age, or has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning and the class, then a referral to external support services will be made. Other services such as speech and language therapy, occupational therapy etc. may be offered by the local health authority.

A Statutory Assessment of a child's needs may be made for children who have long-term special educational needs.

How Progress is Monitored

Children in the foundation stage experience rapid physical, cognitive and intellectual growth. At each stage, each child's development in key areas of learning is carefully monitored. We assess students at key stages in their development so that we can monitor their progress and adapt our teaching and curriculum to accommodate their specific strengths and weaknesses. Teachers track each pupil's progress and provide learning opportunities to accommodate specific strengths and weaknesses.

Assessment in the early year's foundation stage is integrated into all aspects of the curriculum. Teachers make regular and systematic observations and assessments of each child's achievements, and then use these to plan individualised and relevant learning experiences for each child.

In the early years, the teachers monitor the children's progress in a variety of ways including informal assessments, portfolios of work, record keeping, developmental checklists and child observation. Heathside

also uses formal diagnostic tests such as PIPS at key stages in the foundation years, year 3 and year 5.

In the Upper Schools progress is frequently assessed through a variety of means including: portfolios of work, developmental checklists, homework, class work and class tests and SATs.

Parental Involvement

The school believes that good communication and cooperation between the parents/carers and the teachers is crucial. Parents can provide valuable insight and knowledge about their children's personalities, interests, strengths and weaknesses. The school understands that events at home have an impact on the children's behaviour and ability to learn in the classroom and teachers are always ready to discuss these issues with parents.