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Headmaster

GROSVENOR SCHOOL

EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH STATEMENTS AND WHO REQUIRE LEARNING SUPPORT POLICY

Reviewed February 2011
Person responsible – WPB
Next review February 2012

At Grosvenor School we aim to meet the definition of Special Educational Needs (SEN), as stated in the Code of Practice. Special educational provision means: educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs. We aim to give all children access to the curriculum and work towards developing a child's self-esteem and support them in fulfilling their potential, as valued individuals within the family of the School.

AIMS

We aim to:

- Ensure that all pupils with SEN, whether physical, intellectual, social emotional or behavioural, receive appropriate, differentiated educational provision.
- Develop a partnership with parents, keeping them informed about their child's learning and discussing with them any difficulties their child might be experiencing.
- Include the children themselves in decision-making, where appropriate, about the type of intervention and the targets to be included in an ISP.
- Identify, assess, record and regularly review pupils' special educational needs and ensure communication at transition points.
- Promote individual confidence and a positive attitude
- Liaise with outside agencies as appropriate

ROLES AND RESPONSIBILITIES

The Headteacher is responsible for determining the general policy and the approach to provision so the needs of the children with special needs are met.

The SENCO (Special Needs Co-ordinator) is responsible for the day-to-day operation and management of Special Needs throughout the school.

Grosvenor staff share the responsibility of meeting an individual's special needs and are aware of the School's procedures for identifying, assessing and making provision for these pupils.

The Learning Support teachers provide individual tuition and work alongside staff, supporting the pupil's individual needs.

Please refer to the Learning Support Departmental Handbook for more specific staff roles.

ALLOCATION OF RESOURCES

Grosvenor School funds the following to support the Learning Support department:

- Costs relating to identification and initial assessment of pupils with special needs
- Facilities and resources for individual tuition
- Learning Support staff meeting time
- Exam support for identified pupils
- Testing and analysis of reading and spelling tests for all pupils
- Some training costs

IDENTIFICATION OF NEED

- Teacher records observations / concerns on a 'Pupil Focus Form'
- Teacher contacts parents and arranges a meeting to discuss their concerns and the possibility of further assessment and then learning support, as necessary.
- The parents' observations are recorded on the 'Pupil Focus Form' and it is signed
- Teacher and parents agree a plan of action – which could include learning support (following further detailed assessment)
- Parents receive a copy of the assessors report and then the teacher, parents and learning support teacher meet to discuss outcomes and actions needed. Learning support teacher completes a 'Parent Meeting Form' during the meeting and all sign.
- Copies of all forms and reports are forwarded to the Headteacher and entered into the pupil's file.

EVALUATION

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Management Team
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Self-evaluation of development plans

PUPILS WITH A STATEMENT OF SPECIAL NEEDS

If the support and/or funding required to meet the needs of a pupil with a Statement of Special Needs was available, then Grosvenor School would consider admitting that child to the School. The final decision would be with the Headteacher and each child would be considered individually with careful consideration given to providing for the child, staff training and the needs of the other children in the class.