



## **LEARNING SUPPORT POLICY DOCUMENT DRAFT (For Pupils with Special Educational Needs)**

This policy document should be read in conjunction with other school policy documents such as those on Pastoral Care, Behaviour, Anti-Bullying, Child Protection, Literacy and Numeracy in order to gain a fuller picture of the approach taken to pupils with Special Educational Needs.

While the Code of Practice has been given particular notice in the writing of this document a number of other sources have been considered. These include:

- Count Read Succeed
- Every School a Good School
- SEN Capacity Building Resource File
- Information gained through the successful completion of the Certificate of Competency in Educational Testing course by the Learning Support Co-ordinator

### **Pupils with Special Educational Needs**

In line with the relevant legislation including the Code of Practice, SENDO, and Disability Discrimination Act, we consider that this heading should include all of the following pupils:

- stated pupils
- those with specific learning difficulties
- those with physical and sensory disabilities
- those with medical problems both long and short term
- those with social, emotional and behavioural difficulties including family problems
- those who are particularly gifted and talented
- those who experience barriers to learning for whatever reason

### **Principles underpinning the Learning Support Policy**

As a school we are committed to encouraging all of our pupils to make the most of their individual potential within a caring and supportive environment where each member of the school community is recognised as unique and thus respected and appreciated as a person of importance. We are committed to a school improvement agenda in which high expectations are maintained for all pupils within a context of high support. We recognise that many pupils will have additional learning, pastoral or behavioural needs at some time in their school life which may create barriers to learning. In implementing this policy we believe that pupils can be helped to overcome these barriers to learning and support to reach their potential.

A whole school approach is adopted in relation to Learning Support issues and is linked to the effective use of data to aid target setting and improvement of outcomes for all pupils. The

development of Learning Support provision is an on-going priority within the School Development Plan and Learning Support issues are regularly addressed on School Development Days. Key principles underpinning our provision are:-

All pupils in the school are entitled to access a broad and balanced curriculum including the provisions of the Northern Ireland Curriculum

We aim to provide (as far as possible) a differentiated curriculum appropriate to the individual's needs and abilities

All staff are teachers of pupils with special educational needs and have a responsibility to identify and provide support to meet those needs

Pupils requiring Learning Support provision should be identified as early as possible in their school career and we encourage staff to take a pro-active role in the identification process

The approach adopted will vary from pupil to pupil depending on the severity of the problem and the timespan involved

Provision made should take account of the wishes and feelings of the pupils concerned as they often have a unique knowledge of their own needs and the type of support which would be most appropriate for them

The involvement of parents in a partnership arrangement is vital to ensure appropriate provision for each pupil with special educational needs that will enable them to achieve their potential. The school recognizes that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Initial contact with parents will be made at an early stage by either the Principal or Learning Support Co-ordinator. The purpose of this contact will be to capture their views, inform them of our concerns, and the subsequent process that will follow. It is paramount to the success of this provision that parental input is sought at regular stages throughout the provision of the child's progress and attainment.

Pupils with special educational needs should be integrated into the life of the school as far as is possible. Educational provision addresses particular learning issues as well as facilitating the efficient education of other children with whom they are educated, whilst also ensuring efficient use of resources.

The school recognizes the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEN. When it is considered necessary, colleagues from the following support services will be involved with pupils with SEN:

- Educational Psychologists
- Speech Therapists
- Physiotherapists
- Hearing impairment / Visual impairment services etc.
- Camhs
- ASD / ASS Service

### **Gifted and Talented**

In light of the fact that there is no universally agreed definition of students who would be assessed as Gifted and Talented and in view of our belief that all pupils have a unique set of gifts and talents which it is our responsibility to nurture we believe that it is important to approach this concept with care. Within Enniskillen Royal Grammar School Learning Support is linked clearly to the effective and robust use of data to aid target setting and improvements of outcomes for all pupils and we endeavour to ensure that all pupils experience “value added” education. Through the target setting process at departmental and whole school level we aim to identify pupils who are both underachieving and overachieving at all levels. This process should allow the identification of those who could be considered as gifted and talented within subject areas as well as those who show talent within one or more specific areas. It should also allow care to be taken to ensure that the student is effectively supported and challenged in meeting their specific needs. In a subject context it is important that the Curriculum Leader determines aspects within the Schemes of Work which allow for the use of Higher Order Learning Skills (Bloom’s Taxonomy) and that subject teachers are both aware of this and encouraged to use these to stretch and challenge those in their classes who would benefit from this. In addition to this INSET will be provided to staff following guidelines in NCCA’s Gifted and Talented Pupils; Guidelines for Teachers. Staff will be encouraged to seek further advice in the normal manner from the Learning Support Co-ordinator if issues arise.

## **School Practice**

### **Identification and Assessment**

Early identification of pupils with SEN is a priority. In this respect all classroom teachers have a responsibility to identify and address underachievement as it emerges.

The assessment of the learning needs of pupils will take into account information from a wide range of sources including:

- Information from primary schools through documentation and visits made by the Principal.
- Information from parents [Parents are encouraged to make contact with the Principal and/or the Form Tutor, Head of Year or Head of Key Stage at any time during the school year. A parents’ meeting is also arranged for each year group]
- Curriculum based assessment through classwork, homework, end of unit tests and internal examinations.
- Cognitive tests (CATs, MIDYIS / Yellis) for Year 8 and Year 11 will be used as a means of target setting within departments.
- Cognitive and Progress tests (CATs, MIDYIS /Yellis, PTE/PTM) for Year 8 and Year 11 will be used as an additional screening tool by the Learning Support Co-ordinator.
- Evidence obtained by teacher observation / assessment
- A Referral System-throughout the year the Learning Support Co-ordinator will ask teaching staff to supply names of pupils whom they are concerned about outlining reasons for their concerns
- Standardised testing of pupils by the English Department as follows:
  - Spelling tests administered to all KS3 pupils

➤ Reading test scores following Accelerated Reader

The results of these tests are shared with the Learning Support Co-ordinator.

- Standardised screening and diagnostic tests used by the Learning Support Co-ordinator including:
  - Graded Word (spelling)
  - Suffolk Reading Scale (reading accuracy)
  - DRA, Diagnostic Reading Analysis (reading accuracy and comprehension); available following CCET training
  - Dyslexia Portfolio; available following CCET training
  - TOWRE
  - Lucid
  - Ravens Standard Progressive Matrices (ability); available following CCET training
  - Handwriting
  - Cognitive and Progress tests (CATs, MIDYIS /Yellis, PTM / PTE)

At any stage significant concerns can be expressed by subject teacher or Form Tutor on a Learning Support Pupil Report.

We recognise the clear links between Literacy and achievement and this will be reflected in our Development Priorities in the School Development Plan. These may include:

- IEPs – writing, monitoring and evaluating subject specific IEPs
- Dyslexia Friendly Classroom Strategies

### **Interventions**

- Department based interventions

As part of the Target Setting and Tracking strategy departments will identify pupils who are underachieving through regular review using qualitative and quantitative data. Interventions will be put in place and monitored within the department on a regular basis by both the classroom teacher and the Curriculum Leader. The advice of the Learning Support Co-ordinator / Head of Key Stage can be sought at any point during this process.

In relation to raising standards in Literacy, teachers in their departments are encouraged to be alert in relation to Reading in particular. Departments should use the Support and Monitoring for Reading document in their discussions to identify pupils who may need support for their Reading. They should then consult the Raising Standards in Reading Strategies document in order to identify strategies they intend to employ and inform the Learning Support Co-ordinator of their support programme.

Following an initial cycle of intervention the Learning Support Co-ordinator may carry out further diagnostic testing and / or investigations.

Further support takes the form of Study Skills on a whole school basis and this is supported by departments.

- School based interventions including Mentoring Programme
- More formal child specific interventions are explained overleaf

### **Procedures**

Concern about a pupil is likely to be expressed through the Learning Support Pupil Report sheet, Learning Support Referral System, staff communication with the Learning Support Co-ordinator or a conversation with a parent. Information supplied should include specific details as to why their concerns have been raised. This should be completed by the subject teacher, Curriculum Leader or Head of Year following discussion with the subject teacher or form tutor. If it is felt necessary information may be sought across the curriculum to provide additional detail regarding the nature of the difficulties the pupil is experiencing. Prior to this the parents should be informed and further information should be gathered from them and recorded by the Learning Support Co-ordinator. If it is felt appropriate, diagnostic tests will be carried out by the Learning Support Co-ordinator to provide information to assist in assessing pupil needs.

Discussion may then take place between the relevant parties and the Learning Support Co-ordinator and a decision will be made as to whether the pupil needs to be placed on the Special Educational Needs Register. This register is used as a school resource to monitor the support given to pupils and the progress they have made. The Learning Support Co-ordinator will ensure that all relevant parties are informed of the outcome of this process.

**The school's arrangements for identifying pupils with special educational needs will have regard to the procedures recommended in the Northern Ireland Code of Practice and will follow a 5 stage model as outlined below. At any time in the process it may be decided to place a pupil on the SEN Register in order to formalise support. In addition to this pupils may move up, down and off the SEN Register.**

### **Stage 1**

**This stage is characterised by the gathering of information and increased differentiation within the classroom to meet pupil needs.**

#### **Roles and Responsibilities**

Following the procedures above a Stage 1 Provision sheet will be completed by the Learning Support Co-ordinator which will be passed on to teaching staff. Subject teachers in consultation with their Curriculum Leaders will provide support for pupils in the classroom context with advice provided by the Head of Year, Head of Keys Stage or Learning Support Co-ordinator as necessary. Should the Learning Support Co-ordinator decide to place the pupil on Stage 1, the Head of Key Stage will take the lead in monitoring and reviewing progress. The Learning Support Co-ordinator will meet with the Head of Key Stage to decide on the **outcome of a review** which might be that the child **continues at Stage 1** with staff being informed and a new Stage 1 Provision sheet completed to inform their subsequent practice, that **the child needs no further help** and is removed from the SEN Register, or that the child **moves to Stage 2**.

Overview of Process:

- Pupil is placed on Stage 1 of the SEN Register by the Learning Support Co-ordinator
- Learning Support Co-ordinator completes a Stage 1 Provision sheet detailing support. This is discussed with the pupil and a copy is sent home and placed in Fronter and in the relevant section of Sims.net
- Subject teachers in consultation with their Curriculum Leaders provide support for pupils in the classroom. Subject teachers forward completed Stage 1 Provision sheets to the Head of Key Stage/Head of Year at the end of the cycle
- The Head of Key Stage/Head of Year, with the support of the Learning Support Co-ordinator, takes the lead in monitoring and reviewing progress with the pupil

- The Learning Support Co-ordinator meets with the Head of Key Stage/Head of Year to decide on the **outcome of the review**. The Evaluation is completed on the Stage 1 Provision sheet detailing subsequent action. This is distributed to staff, parents and pupils.

## Stage 2

**This stage begins with a decision either at a Stage 1 review or following discussions between the Learning Support Co-ordinator/Principal, the pupil, teachers and parents to proceed with early more intensive action. It is characterised by the production of an Education Plan.**

An **Education Plan** should be drawn up for the pupil, building on the curriculum the pupil is following and should be implemented at least in large part in the normal classroom setting.

There should be close liaison with classroom teachers and parents should be informed and advised how to help their child at home. The Education Plan should set out:

- The nature of the child's learning difficulties
- Details of all standardised tests carried out to date
- The Special Educational Provision required including staff involved, resources etc.
- The views of and nature of support required by parents
- The views of the pupil
- Time bound targets which must be **SMART**
- **Subject specific targets written by the individual teacher** which again must be **SMART**
- Pastoral or medical requirements
- Monitoring and assessment arrangements
- Review arrangements and date

The **review** should be carried out by the Learning Support Co-ordinator or Head of Key Stage following feedback from subject teachers and in consultation with the child and parents. The outcome might be for the child **to continue at Stage 2**, **to revert to Stage 1**, to decide that **help is no longer required** removing the child from the SEN Register or to **move the child to Stage 3**.

### **Roles and Responsibilities**

The Learning Support Co-ordinator will take the lead role in co-ordinating provision and drawing up the Education Plan. Subject teachers in consultation with their Curriculum Leaders remain responsible for working with the pupil in the classroom and completing the subject specific targets in the Education Plan. They are subsequently responsible for implementing strategies they have identified for the pupil, monitoring the effectiveness of such strategies and providing the Learning Support Co-ordinator with written feedback prior to the review. Leaders of Learning will support Curriculum Leaders throughout the process and monitor practices. A review date will be set and procedures for monitoring will set by the Learning Support Co-ordinator. There will be two complete cycles every year.

The Learning Support Co-ordinator, Head of Key Stage or Head of Year will speak to the pupil at each review and ensure that parents are aware of the outcome and any subsequent new IEPs. This generally occurs at the following times:

- Late September-interview with pupil by Learning Support Co-ordinator or Head of Key Stage/Head of Year to inform the writing of a new IEP. This will be communicated to staff via Sims or Fronter and a copy will be posted to parents.

- December / January / February-following information from staff pupils will be interviewed by the Learning Support Co-ordinator or Head of Key Stage/Head of Year and parents may be consulted. Again a new IEP will be written and communicated to all the relevant parties as laid out above.
- May / June - following information from staff pupils will be interviewed by the Learning Support Co-ordinator or Head of Key Stage/Head of Year and parents may be consulted.

#### Overview of Process:

- Following input from pupils, parents and staff Learning Support Co-Ordinator takes lead role in co-ordinating provision and drawing up the Education Plan
- Individual SMART targets are identified and discussed with pupil. A copy of the IEP is sent to parents and uploaded into Fronter and Sims.net. A date for review is set.
- Pupil sticks Target sheets in their Planner and exercise book if required
- Subject teachers in consultation with their Curriculum Leaders identify subject specific targets in the Education Plan. They discuss these with the pupil, record them on their copy of the IEP and ensure the pupil copies them onto their Target sheets in their Planners and exercise book if required
- Subject teachers in consultation with their Curriculum Leaders implement strategies they have identified for the pupil and monitor their effectiveness. Progress is discussed at departmental meetings
- Leaders of Learning support Curriculum Leaders throughout the process and monitor practices
- Subject teacher to complete written feedback prior to the review on progress made in relation to targets and pass all written responses to appropriate Head of Key Stage/Head of Year
- The Learning Support Co-ordinator and/or Head of Key Stage/Head of Year review documentation, speak to the pupil, identify progress made in relation to targets and decide on future action at each review. They will ensure that parents are aware of the outcome and any subsequent new IEPs.

### Stage 3

**This stage begins with a decision either at a Stage 2 review or following discussions between the Learning Support Co-ordinator, teachers and parents that early intensive action with external support is immediately necessary. This stage is characterised by the involvement of specialists outside the school.**

The pupil and parents would be consulted and advice would be taken from outside specialists including educational psychologists and specialist support teachers. As a result a new Education Plan would be drawn up following the advice of the outside specialist. This Plan would be implemented, as far as practicable, in the usual classroom setting with the Learning Support Co-Ordinator ensuring that there is close liaison with and between relevant teachers.

At this point the Learning Support Co-Ordinator and Principal would advise the special education section of the EA that the pupil has moved to stage 3.

#### **Roles and responsibilities**

The Learning Support Co-Ordinator, other Senior Teachers and Principal will take the lead role in seeking information and advice from any outside specialists, co-ordinating provision and drawing up the new Education Plan based on the advice given. Subject teachers in consultation with their Curriculum Leaders remain responsible for working with the child in the classroom and completing the subject aspect of the Education Plan **as detailed at Stage 2**

## **Stages 4 and 5**

**These stages involve the formal assessment of special educational needs and may lead to the issuing of a statement. The EA has responsibility for this process although the primary responsibility for such pupils still rests with the subject teachers. The school recognises that a request for a Statutory Assessment does not inevitably lead to a statement.**

Request for a Statutory Assessment.

The school may request a Statutory Assessment from the EA when, despite an individualized programme of sustained intervention at Stage 3 of the Code of Practice, the child remains a significant cause for concern. The school will also have followed the guidance contained within the Provisional Criteria and Good Practice Guidelines documents. A parent may also make a request for Statutory Assessment.

**The school will seek at all times to have regard to the principles underpinning the NI Code of Practice and will keep this policy under review.**

### **The Annual Review**

See Appendix 1 and Annual Review Notes and Guidance

### **Role of Learning Support Co-Ordinator**

The Learning Support Co-Ordinator, in close co-operation with the Principal, plays a key role in helping to determine the strategic development of the Learning Support Policy and its implementation within the school. The key responsibilities of the Learning Support Co-Ordinator include:

- overseeing the day-to-day operation of the Learning Support Policy
- liaising with and advising fellow teachers
- co-ordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs, including maintaining the SEN electronic register
- liaising with the parents of pupils with special educational needs
- planning relevant in-service training for staff
- liaising with external agencies including the EA's learning support and educational psychology services, social services and voluntary bodies
- Classroom assistants – see Appendix 2

### **Role of Head of Key Stage/Head of Year**

- While the Code of Practice clearly acknowledges the importance allocated to the subject teacher we also recognise that effective Learning Support provision requires a whole school co-ordinated approach and in particular we need to develop strong pastoral links. In order to facilitate this the Head of Key Stage/Head of Year will:
- Facilitate effective Learning Support provision by assisting the Learning Support Co-ordinator in the identification of Learning Support pupils and subsequent monitoring of provision
- Take lead role in monitoring and reviewing pupil progress for those at Stage 1

### **Role of Leader of Learning / Curriculum Leaders**

It is clear within the Code of Practice that Curriculum support is highly effective. While the subject teacher is key we also recognise that they need support and guidance. With this in mind responsibilities include:

### **Leader of Learning**

- Support Curriculum Leaders to ensure effective Learning Support provision
- Monitor Learning Support provision

### **Curriculum Leaders**

- Support subject teachers in identifying suitable subject specific targets and subsequent strategies for pupils
- Have an overview of Learning Support provision within their department and monitor progress at departmental meetings

### **Role of subject teachers**

The Code of Practice clearly acknowledges the importance allocated to the subject teacher, who needs to have access to information about pupils with SEN and whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEN.
- Collaborating with the Learning Support Co-ordinator / Curriculum Leader to decide the action required to assist the pupil to progress.
- Working with the Learning Support Co-ordinator / Curriculum Leader to collect all available information on the pupil.
- In collaboration with the Learning Support Co-ordinator / Curriculum Leader, developing Education Plans for pupils with SEN.
- Working with pupils with SEN to deliver the individual programme set out in the Education Plan.
- Developing constructive relationships with parents.
- Being involved in the development of the school's Learning Support Policy.
- Forward written responses to the Head of Key Stage/Head of Year to facilitate reviews

### **Role of Learning Support Assistant**

Where a Learning Support Assistant is in place they will assist the Learning Support Co-ordinator in the implementation of school policy. The duties assigned will be reflected by the current needs of the pupils and the school alongside the qualifications and experience of the Learning Support Assistant.

### **Monitoring and Review**

In recognition that there is a need to have procedures in place to monitor and review the Learning Support policy and its implementation within the school the following arrangements are in place:

- regular meetings between the Learning Support Co-ordinator, Head of Key Stage/Head of Year, Vice Principals and Principal to monitor the implementation of the policy
- use of the pupil report system in conjunction with formal and informal contact with parents to evaluate the impact of learning support provision upon pupil progress
- Evaluations of programmes

- Discussion of Learning Support issues on a regular basis at Departmental / Curriculum / Pastoral meetings and as part of INSET provision

It is hoped that at some stage in the future a small number of staff acting as a learning support group will be in place to take the lead in the monitoring and review of learning support arrangements.

June 2016

## Appendix 1 – Notes of Guidance on Annual Review

Boards are required to review all statements at least annually and the review after the child's 14<sup>th</sup> birthday is particularly important as it is in preparation for transition to adult life and will include a **formal transitional plan**. Annual reviews should normally **be based on reports written by schools** incorporating the views of staff and acknowledging parents' views. The aim is to assess progress towards the objectives specified in the statement, review the special provision made for the child, highlight any additional needs which have become apparent and in some cases set new targets for the coming year.

The review team should include a representative of the Board, the child's parents or carer and a relevant teacher. The following questions should be addressed.

- What are parents' views of the past year and their aspirations for the future?
- What are the pupil's views?
- What is the school's view including the child's success in meeting the targets?
- Have there been significant changes in the child's circumstances?
- Should new targets be adopted?
- Is further action required and by whom?
- Should the statement be continued / amended?

To help produce a coherent transition plan the ELB should seek an opinion from the HSS as to whether or not the child is a disabled person as this determines whether or not they need services from their HSS Trust. The other bodies involved will include the Careers Service and possibly Further Education Colleges. The transition plan should address the following questions.

- **The School** – what are the child's needs during transition regarding playing a role in society and family and what approaches should be made to other agencies to smooth the transition?
- **The Professionals** – how can close co-operation with other agencies be achieved, is HSS Trust support required, does transition include appropriate training, is education appropriate...?
- **The family** – what do they expect of their child, what can they contribute and what care needs will the parents have?
- **The young person** – what information do they need, what arrangements are there for advocacy and advice, what contribution can they make to their transition...?

## **Appendix 2 – Good Practice Guidelines on classroom assistants (Capacity Building Programme Resource File)**

The classroom assistant will:

- assist the teacher to develop the independence of the child;
- be included as part of whole school professional development activities;
- develop specialised expertise to meet the individual needs of the children with whom they work;
- contribute to a clear understanding of their own role amongst other staff;
- be actively involved in the appraisal of their work and agreement of targets set with them in consultation with school management;
- establish a clear role within promotion of the child's development moving the child towards independence and adult life;
- contribute to the promotion of the inclusive ethos of the school;
- promote the self-esteem and emotional well-being of the child;
- understand the significance of their role and contributing to the overall social, emotional, learning and pastoral development of the children within the school;
- contribute to the planning, preparation and, where appropriate, facilitation of learning;
- contribute, in partnership with school staff, to the planning, monitoring and evaluation of progress of the children within their care;
- contribute to the on-going review processes of the child including working alongside others in the school with outside agencies; and
- work as part of the school team to promote effective relationships with parents.

## Appendix 3 – Good Practice Record Keeping (Capacity Building Programme Resource File)

Good Practice: Record Keeping				
<p>Record keeping is important in order that:</p> <ul style="list-style-type: none"> <li>• a child's academic progress/achievements can be monitored;</li> <li>• a record of any concerns about a child's safety / welfare is maintained;</li> <li>• a record of the school's involvement with the pupil and with parents/carers is available;</li> <li>• school accountability and responsibility is taken account of;</li> <li>• continuity is maintained if a change of staff takes place;</li> <li>• Should an appeal be made that the school has the information to respond;</li> <li>• records keep the child's SEN data together; and</li> <li>• relevant and reliable information is easily accessible.</li> </ul> <p>The records maintained on a pupil with SEN and/or disability will vary, depending upon the individual needs of the pupil and the available school resources. The following list provides an exemplar as to what should be considered:-</p> <ul style="list-style-type: none"> <li>• the SEN Register;</li> <li>• individualised Education Plans and Reviews at relevant stages of the Code;</li> <li>• exemplars of pupils work from each term. In Numeracy and Literacy, and relevant subsets, e.g. Talking and Listening, Shape and Space etc.;</li> <li>• copies of all correspondence;</li> <li>• reports;</li> <li>• test results and papers;</li> <li>• minutes of meetings;]</li> <li>• incident reports; and</li> <li>• anything else the SENCO feels is relevant or important.</li> </ul> <p>If the pupil has an educational psychology report available at Stage 3, or a Statement of SEN at Stage 5 of the COP, these should also be maintained, along with annual review or transition plan documentation.</p> <p>To maintain an overview of planning for individual pupils with SEN, schools have found it useful to adopt a log file approach as illustrated below:-</p>				
Pupil: John Jones		Class: 2	COP Stage: 5	Year: 2010-2011
Date	Time	Member(s) of Staff involved	Notes	Action Required
24/11/10	10.30	Ms Topley SENCO	Call from Mrs Jones – requested meeting to discuss John's problems with homework	Arranged meeting for 27/11/10 at 3.30
27/11/10	3.30	Mr Ryan (Principal)	Ms Topley, SENCO Meeting with Mrs Jones and John. Discussed homework difficulties and possible ways forward. Agreed that John would join homework club each day after school for 15 minutes and that Mrs Jones would check John's homework each afternoon.	Copy of notes of meeting requested by Mrs Jones – send by post on 28/11/10
<p>Other considerations have to be taken on board in relation to record keeping:-</p> <ul style="list-style-type: none"> <li>• Data Protection Act 1998 – individuals have a right to see any information held on them;</li> <li>• Freedom of Information Act 2000 – members of the public can request copies of schools policies;</li> <li>• Confidentiality – all SEN information must be securely maintained in school and pupil's must not be discussed in public places;</li> <li>• Records should be held for a period of 7 years after a young person has reached the upper limit of school attendance.</li> </ul>				



# SEN Pupil Record Sheet 2016/2017



**Name:**

**Yr8**

**DOB:**

**CATS**

**Form:**

**Verbal:**

**Quantative**

**Non-Verbal**

**Stage:**

**Yr11**

**Start date:**

**CATS**

**Form teacher:**

**Verbal**

**Quantative**

**Non-Verbal**

## Standardised Tests

Date	Participants	Outcome

## SEN Pupil Investigation Record Sheet



Name:

D.O.B:

Form:

Date:

### Standardised Tests

Yr8

Name \_\_\_\_\_

	Score

Yr11

Name \_\_\_\_\_

	Score

### Reading Test

Name	
Date	
SAS	
Act Age	
Reading Age	

### Spelling Test

Name	
Date	
SAS	
Act Age	
Spelling Age	

Place on Register

Y

N

Stage

Parents informed

Date

Principal informed

Date

IEP interview date

IEP start date

Comments



**SEN Pupil Report**  
(For internal school use only)

Please use this form to draw to our attention any pupil who is giving cause for concern. This includes consistently not having enough time to complete examinations due to reading issues, poor spelling, concerns about reading, lack of engagement or poor organisation which you feel may be compounded by a learning issue, etc.

<b>Name:</b> _____	<b>Form:</b> _____	<b>Date:</b> _____
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Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action already taken by teacher: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continue overleaf if necessary)

Action already taken by Department: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continue overleaf if necessary)

Signed: \_\_\_\_\_

**Following discussion at Departmental meeting:**

Is Miss McCabe / Miss Armstrong requested to take action?	Yes / No
Have you attached a sample of work?	Yes / No



## Stage 1 Record of SEN Provision

**SCHOOL:** Enniskillen Royal Grammar School

**DATE:** \_\_\_\_\_

**NAME OF STUDENT:** XXXXXXXXXXXX

Area(s) of Difficulty	Suggested Strategies	Support Required (Resources/School Staff/Other Agencies etc.)	Monitoring and Evaluation	Review date
<p><b>LITERACY</b></p> <p>xxxxx has been tested for both reading and spelling and achieved the following scores:</p> <p>Spelling <b>Oct 11</b> SAS: 107 Spelling Age: 12:07 Actual Age: 11:07</p> <p>Reading SAS: 91 Reading Age: 11:07 Actual Age: 10:02</p>	<p>Encourage use of:</p> <ul style="list-style-type: none"> <li>• Keywords should be clearly displayed with visual imagery when appropriate and provided to xxx in electronic or hard copy.</li> <li>• Underline these keywords as she comes across them in text</li> <li>• Encourage a Better Reading Partnership at home/in Library class:               <ul style="list-style-type: none"> <li>➤ Read for 15 minutes 3 times a week</li> <li>➤ Keep a reading diary in her planner of what was read and what was enjoyed.</li> </ul> </li> </ul>	<p>Subject teachers, form teacher, parents and Learning Support Co-ordinator to monitor progress. In particular the Librarian and English teacher will monitor the reading diary.</p>	<p>Pupil report reviewed in February</p> <p>Further testing in the area of literacy if necessary.</p>	February
		<b>Parental Involvement</b>		<b>Outcome</b>
		<p>xxxx's mother is aware that xxxxx has received support from P4 for literacy issues. She will encourage xxxxx to underline keywords at home and also encourage her to read for enjoyment. She will monitor her reading diary.</p>		
<b>Aims of Provision</b>				
<p>Focus on reading both in terms of improvement and encouragement</p>				

Signature: \_\_\_\_\_

Position: \_\_\_\_\_

<b>Name:</b> xxxxxxxxxxxxxx <b>Date of Birth:</b> 29 <sup>th</sup> June 2000 <b>Form:</b> 11C <b>Stage:</b> 2 <b>IEP Start Date:</b> 17/09/14 <b>Review Date:</b> Feb 2015			
<b>Psychology Report:</b> No    Primary / Post Primary		<b>Statement:</b> No <b>External Support:</b> No <b>Nature:</b>	
<b>Test Scores</b> <b>Yr8 CATS</b> Verbal 103 Quantative 128 Non-Verbal 115		<b>Yr 11 Standardised Test Scores</b> <b>Graded Word (12/12): 103</b> <b>SRS 3A (12/12): 94</b> <b>DRA (12/12):</b> Processing speed: <b>Well below average</b>	
<b>Pen Portrait:</b> Test results indicate that xxxxx is of high general ability with processing speed issues. <b>Areas to be developed:</b> processing speed (focused additional time/resources to complete work or engage in class), use of extra time.			
Targets	Strategies	Success Criteria	Achieved
1. Give xxxxx thinking time and extra time to complete tasks	<ul style="list-style-type: none"> <li>Allow xxxxxx extra time to complete tasks</li> <li><b>Allow xxxxx extra time to respond to questions – “I will give you all 30 seconds to think about this answer”.</b></li> </ul>	<ul style="list-style-type: none"> <li>xxxxx has been able to follow instructions</li> <li>xxxxx has been able to complete tasks</li> <li>xxxxx has answered questions</li> </ul>	
2. To make use of extra time (up to 25%) in examinations and controlled assessments.	<ul style="list-style-type: none"> <li>Guidance given on use of Extra time to complete tasks/examinations / controlled assessment.</li> <li>Classroom practice where possible / school examinations.</li> </ul>	<ul style="list-style-type: none"> <li>xxxxx can successfully finish examination papers.</li> </ul>	

<b>Subject:</b>	<b>Teacher:</b>	<b>Pupil:</b>	<b>Date:</b>
<b>Subject Specific Targets</b> 1. 2. 3.	<b>Evidence / Monitoring.</b> How will I know there has been an improvement: 1. 2. 3.	<b>Progress made /Comments on appropriateness of targets:</b>  <b>a.</b>  <b>b.</b>  <b>c.</b>  <b>Suggested areas for further development</b>	
<b>Parent/Carer Involvement:</b> xxxxx's mother is very supportive at home and is keen to continue work with school in order to facilitate xxxxx's learning needs. She has noticed herself that xxxxx tends to pick things up more quickly when written rather than orally presented and that xxxxx may need to be shown something twice in order to understand it.	<b>Pupil's View:</b> xxxxx is happy with her time at Enniskillen Royal Grammar School so far. Maths is not her favourite subject. She is a little anxious about being given extra time in front of other girls so staff should speak to her discreetly prior to allocating this.	<b>Additional Information:</b>	
<b>Evaluation and future action:</b>			
<b>Names of all staff involved:</b> Kerry McCabe, Elizabeth Armstrong, xxxxxx's class teachers.  Signed: ..... (SENCO) Date: ..... Teacher:..... Date: .....			

My Subject Targets

Date: \_\_\_\_\_

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

My Subject Targets

Date: \_\_\_\_\_

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

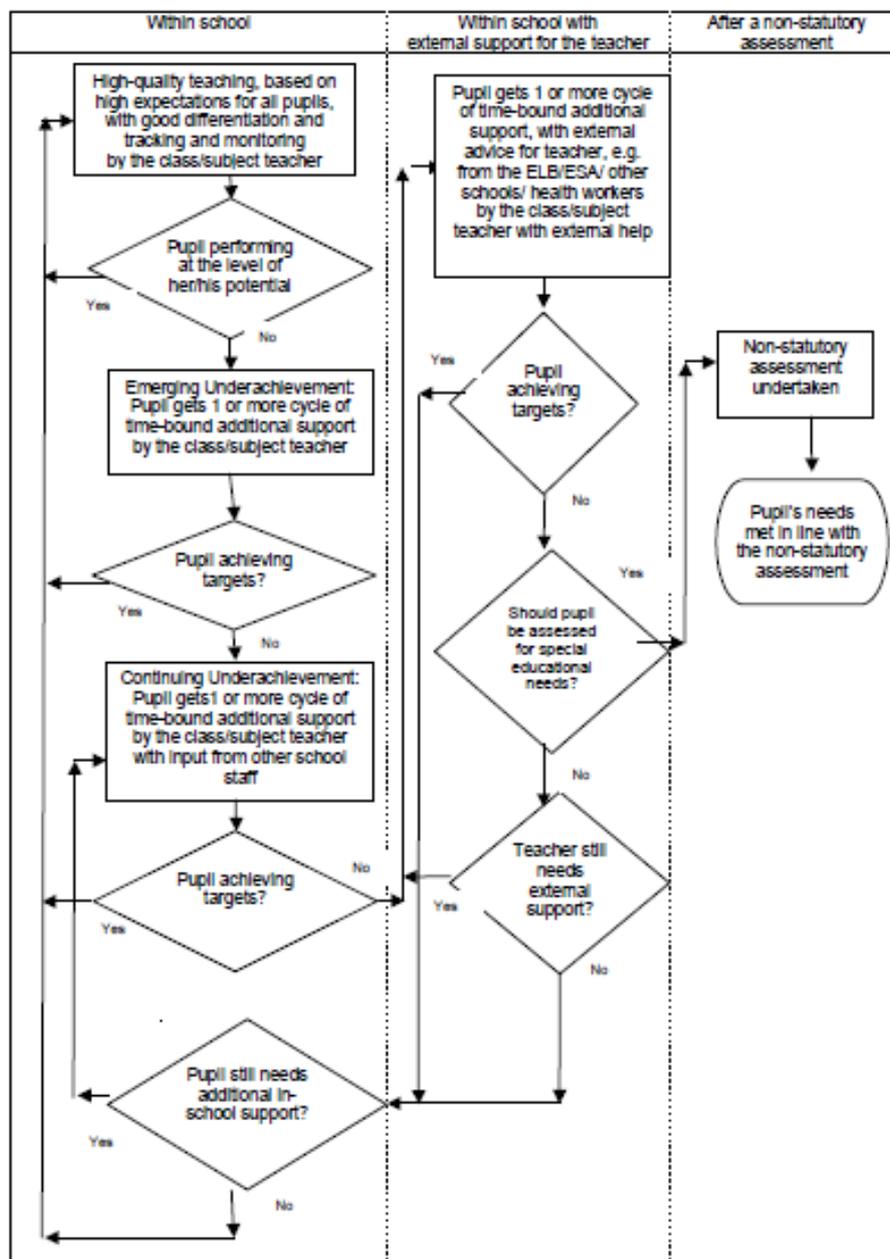
Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

Subject: _____	Progress
1. _____	_____
2. _____	_____
3. _____	_____

## Appendix 4 – Proposed support with Departments taking the lead role (Count Read Succeed)

In line with Count Read Succeed and defining the central role of teachers in supporting pupils' development of literacy and numeracy it has been decided that the following flowchart will be followed in relation to Reading. Departments will initiate one cycle of timebound support using the Support and Monitoring for Reading document in their discussions to identify pupils who may need support for their Reading. Then consulting the Raising Standards in Reading Strategies document in order to identify strategies they intend to employ and inform the Learning Support Co-ordinator of their support programme.





## Proposed Support and Monitoring for Reading

**SCHOOL:** Enniskillen Royal Grammar School

**DATE:** January 2012

**NAME OF STUDENT:**

Area(s) of Difficulty	Suggested Strategies	Support Required (Resources/School Staff/Other Agencies etc.)	Monitoring and Evaluation	Review date														
<p><b>LITERACY</b> The teacher has a concern about reading based on:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Reluctant to read</td> <td style="width: 20%;"></td> </tr> <tr> <td>Pupil performs much better orally in class than in exams</td> <td></td> </tr> <tr> <td>Pupil has limited comprehension</td> <td></td> </tr> <tr> <td>Pupil misreads basic text</td> <td></td> </tr> <tr> <td>Pupil has difficulty finishing timed exercises which require reading</td> <td></td> </tr> <tr> <td>Pupil complains of headache when reading</td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> </table> <p><b>Aims of Provision</b> Focus on reading both in terms of improvement and enjoyment</p>	Reluctant to read		Pupil performs much better orally in class than in exams		Pupil has limited comprehension		Pupil misreads basic text		Pupil has difficulty finishing timed exercises which require reading		Pupil complains of headache when reading				<p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Encourage a Better Reading Partnership at home/in Library class:               <ul style="list-style-type: none"> <li>➤ Read for 15 minutes 3 times a week</li> <li>➤ Keep a reading diary in her planner of what was read and what was enjoyed.</li> <li>➤ Consult with the Librarian on book selection</li> </ul> </li> </ul>	<p>Highlight as appropriate: Subject teachers, form teacher, <b>parents</b> and Learning Support Co-ordinator to monitor progress. In particular the <b>Librarian</b> and <b>English teacher</b> will monitor the reading diary.</p> <p><b>Parental Involvement</b> ***** mother will encourage her to read for enjoyment. She will monitor her reading diary.</p>	<p>The <b>Librarian</b> and <b>English teacher</b> will monitor the reading diary. After one month they will decide if this continues to be an issue. The Learning Support Co-ordinator will be informed of the outcome</p>	<p>*****</p> <hr/> <p><b>Outcome</b></p>
Reluctant to read																		
Pupil performs much better orally in class than in exams																		
Pupil has limited comprehension																		
Pupil misreads basic text																		
Pupil has difficulty finishing timed exercises which require reading																		
Pupil complains of headache when reading																		

## Raising Standards in Reading Strategies

### Use of Keywords

- Keywords should be clearly displayed with visual imagery when appropriate and provided to \*\*\*\* in electronic or hard copy.
- Staff should provide \*\*\*\* with a list of Keywords and encourage her to add associated visual imagery
- Teachers to supply \*\*\*\* with a list of keywords for each topic taught.
- Keyword lists with associated visual imagery should be highlighted with \*\*\*\* at beginning/throughout topic.
- \*\*\*\* should scan text passages and highlight keywords/ pieces of information
- Underline key words in text and questions. Teachers will monitor this.
- Underline these keywords as she comes across them in text
- Teacher will sound words and break them down visually as they do so.
- Teacher will monitor her use and spelling of these words in class and homework.

### Presentation of text

- Where possible teachers should use dark green paper, comic sans font with 1 ½ line spacing
- Where appropriate teachers and \*\*\*\* should use Arial with 1 ½ line spacing, reduce information and highlight important facts.
- Where appropriate teachers should use comic sans with 1 ½ line spacing, reduce information and highlight important facts.

### Recording text

- Where there is a high degree of written work teachers should provide \*\*\*\* with their notes / an outline of important facts.
- Teachers to monitor / check that \*\*\*\* has recorded the most important points during written notation.
- Use of bullet points, mindmaps, diagrams and lists
- Read questions twice
- Where appropriate teachers should encourage \*\*\*\* to use a suitable method of highlighting notes and point out important facts (underline with black pen when green paper used)
- Encourage \*\*\*\* to use bullet points and teachers should reflect this in their own practice.
- The use of diagrams, pictures and tables.
- Use of bullet points, mind maps, graphs, diagrams

### Provision of extra time / access arrangements

- Up to 25% extra time to complete tasks/examinations
- Examination papers should be printed on dark green paper (if this makes images difficult to decipher use a lighter shade)
- Extra time to complete tasks/examinations / controlled assessment (where the teacher feels reading has an impact).
- Provide \*\*\*\* with a Reader for examinations. This needs to be trialed prior to her GCSE examinations.
- Carry out further testing in the area of reading

### **Learning Style**

- Teachers should try to make \*\*\*\*'s initial learning visual and / or active and include this approach at least once during a lesson.
- Teachers should provide opportunities for \*\*\*\* to avail of podcasts/ a Dictaphone.
- Techniques from class discussion, group work, post-it collection, phone a friend, lollipop sticks, mini whiteboards, traffic light cups, etc

### **Parental Support**

- With the help of her parents/siblings, \*\*\*\* will review work completed on a weekly basis and make revision

### **Reading for enjoyment**

- Encourage a Better Reading Partnership at home/in Library class:
- Read for 15 minutes 3 times a week
- Keep a reading diary in her planner of what was read and what was enjoyed.
- Consult with the Librarian on book selection