

POLICY DOCUMENT

INDIVIDUAL DEVELOPMENT

OMNES INGENIUM HABEMUS-
All have Talent

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'All have talent'

The emphasis of the Individual Development Department within South Lee School is to accelerate the learning of all pupils in all aspects of their education and individual development. The department endeavours to monitor the progress of pupils across all ages and abilities. Members of the department work with children requiring support because:

1. they may be having difficulties keeping up with the main curriculum,
2. they may be working quite well but would benefit from some booster sessions or
3. they are advancing above the rest of their peers.
- 4.

DEFINITION of 'Special Needs': Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

(Special Educational Needs Code of Practice, November 2001. DfES.)

OBJECTIVES OF THE INDIVIDUAL DEVELOPMENT DEPARTMENT

- 1.1 To apply a whole school policy to meeting each child's individual needs following the guidelines of *The Code of Practice for SEN (DfES 2001)* and *The Disability and Discrimination Act 2002*.
- 1.2 To ensure that no child is discriminated against- in any area of school life, on the basis of his / her disability.
- 1.3 To identify, at the earliest opportunity, any child who may have special educational needs.
- 1.4 To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- 1.5 To provide different levels of intervention to match the child's level of need.
- 1.6 To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.
- 1.7 To ensure that children's records include information relating to their individual needs and the interventions that have been provided and their outcomes.
- 1.8 To conduct regular reviews of the children's progress.
- 1.9 To work in partnership with the children's parents at all stages.
- 1.10 To provide support for staff so that children's needs could be met in the mainstream classroom.

DEPARTMENTAL ORGANISATION

Staffing

NB -There are full time classroom assistants (CA) in each of the Kindergarten classes. A full time CA is shared between the parallel forms in yr 1-3. There are 2 full time CA's who work mainly in the prep school or with specific individuals as timetabled.

All teaching staff are involved with the children through liaison with the ID dept.

Position	Name	Qualifications	Hours	Responsibilities
Individual Development Coordinator	Mrs Maureen Cletheroe	BEd (Hons), MA Ed RSA Dip(SpLD), Cert FPS Gifted Child, UniCert (Autism)	Job Share 0.33	<ul style="list-style-type: none"> Liaison with teaching staff Liaison with parents Assessments Support teacher Nursery SENCO Record keeping
Individual Development Coordinator	Mrs Mary Burr	BA (Hons) PGCE, OCR 7 SpLD	Job Share 0.33	<ul style="list-style-type: none"> Liaison with teaching staff Liaison with parents Assessments Support teacher Nursery SENCO Record keeping
Learning Support Assistant				<ul style="list-style-type: none"> Classroom support Record keeping and general administration
Learning Support Teacher	Mr Graham Gosling	BA PGCE Dip, RSA Dip (SpLD)	Hourly employment – approx 4 hours/week	<ul style="list-style-type: none"> Support teacher – small groups

ROLE OF THE INDIVIDUAL DEVELOPMENT DEPARTMENT

The Individual Development (ID) department liaises regularly with teaching staff. If a child's progress is causing concern the ID coordinators and class teacher/tutor will decide either to monitor a pupil or to assess the child further. The outcome may be to develop an Individual Development Programme (IDP) for a child where it is felt their needs require written evidence of targets and an action plan. Parents are asked to take an active role within these plans. The programmes that are devised place a very strong emphasis on confidence building. They also suggest differentiated activities and the use of multi-sensory teaching. Targets are then agreed to enable the pupil to take steps towards achieving their learning goals. These targets are regularly reviewed, usually twice a year. Through this, the department aims to ensure each child maximises his/her potential. If it is felt a child is still not progressing in line with expectations, following interventions, then the advice of specialists will be sought. The department keeps an extensive list of contacts including, optometrists, occupational therapists, speech therapists and educational psychologists. They also liaise with the LEA should this be necessary.

Admission Arrangements

Children who wish to join South Lee School will normally spend a day in the classroom with their year group and be assessed by the class teacher or subject teachers. In addition, an assessment of reading, spelling and numeracy will be carried out. Should any child already have identified SEN, relevant reports should be brought to the admission interview.

Any child who, on the initial visit, appears to have learning difficulties, may be referred for further assessments so that the school is able to provide the appropriate intervention on arrival.

South Lee School is a school that aims to cater for children of all abilities and needs. However following initial assessments, if it is felt that South Lee would not be a suitable learning environment for a child, the Headteacher reserves the right not to refuse a place.

Identification and Assessment

A child's needs may become apparent through:

- admission procedures;
- teacher assessments within the nursery or classroom;
- regular biannual assessments using standardized reading and spelling tests
- Annual assessment of all children with the NFER tests in mathematics and English.
- underlying ability assessment of every child in the school using BPVS and Ravens matrices
- further specialist assessments undertaken by the ID department
- through expressions of parental concern

Records of standardised assessments:

All records are kept securely on the school network within the Individual Department section. Individual's scores and progress scores may be accessed by any member of staff to inform their teaching.

Provision

Once a child's rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided. (Stage 1) Regular and frequent monitoring of the child's progress by the class teacher will show whether the provision is being effective.

Additional opportunities or alternative approaches to learning through small in class group support at Stage 2 may also be indicated if progress is still inadequate. In the event that this level of intervention does not enable the child to make satisfactory progress, individual or small group support at Stage 3 may follow. Advice and support from external agencies may be sought at this stage. At each stage, after gathering information from the school setting, home, and the child, and any further assessment considered advisable, targets and strategies can be drawn up by the Individual Development coordinators, in liaison with the class teacher, the parents and the child.

Different strands of action may be taken to meet special educational needs within the teaching environment. [See Appendix 3 for Strands of Action at South Lee School.]

Individual Development Plans (IDP's)

An IDP is used to plan the intervention, which is additional to and different from that available to all. For those pupils in Stage 3 and 4 (See appendix 3) or with a statement of educational need IDP's are prepared to assist them with their teaching and learning programme.

IDPs focus on up to three or four key individual targets and include information about:

- the pupil's strengths and weaknesses
- pupil's hobbies and talents
- the short term targets set for the pupil
- the teaching strategies advised
- exit criteria for each target
- the provision to be put in place
- when the plan is to be reviewed
- outcomes

IDPs are kept under review at all times and may be adjusted accordingly. Every IDP at stage 3 is reviewed annually. For those children on stage 4 or with a statement of educational needs the IDP is reviewed every 6 months or sooner if deemed necessary. Parents are consulted, either formally in a meeting or informally. Teachers are also consulted formally or informally. Parents are sent a progress report in the Autumn and Summer Terms. Consultation with the parents in the Autumn and Spring Term may be conducted at the Parent Consultation Evenings where a new IDP will be reviewed. However, parents are invited to approach the Individual Development department at any time should a concern arise regarding the development of their child.

Exam Procedures

It is the school's policy that children should be enabled to show what they know rather than what they do not know in tests and exams. Extra time may be allowed wherever a pupil's reading, writing or processing speed is below a standardized score of 85. The reading of exam papers is offered when recommended by a specialist teacher or Educational Psychologist.

Occasionally, children with SEN find the examination process to be very stressful. In these situations, children may, for example, sit their exam with a member of the individual development team so that they can have questions read to them or check their understanding of a question. Future schools are contacted to discuss the needs for extra time in Common Entrance. Where necessary, exam papers can

be magnified or copied onto cream paper to facilitate reading. The use of highlighters is encouraged to pick out key information.

Transition

The Individual Development department facilitates transition of pupils on the ID register between year groups. They also liaise with the Assessment coordinator when future schooling is discussed.

Complaints

Should anyone have any concerns or complaints about provision, they can refer to the Individual Development coordinators in the first instance. The Headteacher or, in extreme cases, the Governors, are available to discuss the matter with parents, should this be necessary.

INSET

All staff at South Lee School have regular access to professional development and INSET days held at school on topics of general concern and their own specialism. Individual Development is included in this general programme and the Individual Development Coordinators continue to contribute, using their own expertise or through invitations to specialists whose role is to develop an understanding of the difficulties that children may be facing.

Future development of the department:

- Encourage greater use of IT to enable individual pupils more access to the general curriculum.
- Develop staff awareness of programmes that complement children's academic development, such as Brain gym and the use of music.
- To instigate further developments to improve parental knowledge, such as twilight sessions on mathematics strategies, led by school staff. There may be an opportunity to bring in specialists to talk on such subjects as brain gym, study skills etc.
- To look at the provision for prep homework. To see if it would be feasible for there to be a prep support group for children on the ID register.
- To encourage the development of talent by buying in specialists such as musicians, artists, actors etc to provide master classes.
- To start a group across the Prep School age range where children can meet and share experiences of the challenges affecting their learning.

Reviewed 11.09