



GREYTON HOUSE VILLAGE SCHOOL

SPECIAL EDUCATION NEEDS (SEN)

POLICY

January 2022



Definitions:

In this policy, 'special educational needs' or SEN refers to a learning difficulty that requires special educational resources or accommodations.

'Special educational provisions' are considered as educational resources or accommodations, additional to, or different from, those generally provided to children of the same age in a mainstream school.

A child of compulsory school age is considered as having a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others in the same age group.
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

The leadership team and staff at Greyton House Village School is committed to providing the conditions and opportunities to enable children with SEN to be included fully in all aspects of school life.

Legislation and Guidance

As an independent South African school, this policy aims to align with the legislation and guidelines as documented in:

- The South African Constitution and Bill of Rights
- South African Schools Act 84 of 1996
- Education White Paper 6: Special Needs Education (Building an inclusive education and training system), July 2001
- The Department of Basic Education's Policy on Screening, Identification, Assessment and Support, 2014.

SEN at Greyton House Village School

At Greyton House, we continually strive to deliver quality education by nurturing the three pillars of our success as a school: small class numbers, community and environment involvement as well as committed and talented teaching staff. Greyton House sees each child as an individual.

We teach and support learners to develop research and investigation skills that make them strong, independent people who are capable of self-initiating and managing their learning now and in the future.



Together, we support them in an ever-changing world by teaching and encouraging growth mindsets, emotional intelligence and innovative thinking.

We believe that every child is worthy of a childhood to remember.

Creating an inclusive learning environment that supports special education needs (SEN) learners aligns with our school's mission and philosophy.

We strive to admit children with SEN to GHVS as far as practically feasible for school staff, resources and facilities. Should a learner with SEN fall outside our scope, the learner will be referred to other relevant schools in the area.

Identifying students with SEN:

- Learners' special educational needs can be identified at any time during their school journey. Concerns with current learners at GHVS may be raised through:
 - Observations made by the class or subject teachers
 - Discussions with parents or primary caregivers
 - Discussions with the learner involved
 - Analysis of assessment papers or results
 - Observations made by school-based or external professionals
 - Class-based baseline assessments that happen for each student at the start of each academic year.
- Through diagnostic assessments such as:
 - i. The Burt Reading Test (1974) Revised was used to assess the students 'reading age'.
 - ii. The Ballard & Westwood Timed Arithmetic Test was used to assess computational speed and numeracy.

Learners may also be identified as having possible SEN during the admission process, in some of the following ways:

- Teacher observations during the school visit
- Analysis of the entrance examination performance
- Analysis of previous school and/or therapeutic reports
- Conversation with the parents or primary caregivers
- References submitted with their application (e.g. by their previous school)



Once a concern has been raised and brought to the attention of the class teacher, the following procedures will be followed to further evaluate and support the learner:

1. The class teacher will alert the SENCO and arrange a time to discuss their concerns with the committee in further detail.
2. Further observation or evaluation will to be arranged, if necessary. For example, a classroom visit by the SENCO, analysis of the learner's books and assessments, or completion of a teacher screener questionnaire (Pupil Cause For Concern Form).
3. If necessary, the teacher and SENCO will initiate a further conversation regarding possible support needs and options, including classroom strategies, at home support strategies, and/or a referral for further assessment or intervention. A decision to further monitor the child over time can also be made at this point.
4. Parents or caregivers will be informed of the concerns raised and invited to work with the SEN Committee to determine how the learner can best be supported. Further information may also be gathered, through a parent/caregiver questionnaire.
5. The learner's support team will verbally agree on a plan which includes immediate support strategies (for home and school), referral recommendations, as well as agreed outcome goals for the child. This will be documented by the SENCO.
6. If referrals are recommended and agreed upon in these meetings, it is the parent(s)/caregiver(s) responsibility to make contact directly.
7. The teacher and SENCO will continue to monitor the learner, and to fulfil their roles and responsibilities as outlined above.
8. Follow up learner support team meetings will be arranged when and if necessary.
9. A handover will be made to the learners' new teacher(s) each year.

Roles and responsibilities:

The Special Education Needs Coordinator (SENCO)

The Special Education Needs Coordinator is responsible for the arrangement of SEN provisions throughout the school. The role of the SENCO is:

1. Identifying learners who require additional support

- Implement a referral pathway at the school, making use of internationally recognised assessments, checklists and informal methods of identification
- Create a SEN register of all children at GHVS that require additional support

2. Teaching and learning

- Ensure that all children on the SEN register have up to date records by;
 - a) requesting past reports from previous schools



b) recording assessment data from GHVS

- Ensure each learner on the SEN register has a Pupil Passport (or similar) that outlines the best way to teach that learner
- Ensure that all staff have access to Pupil Passports
- Hold monthly SEN team meetings with all staff to share best practice
- With the Head Teacher, monitor teaching and learning activities to meet the needs of SEN pupils.
- Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils
- Establish termly training for all staff on issues related to SEN

3. Recording

- Hold termly review meetings with all parents on the SEN register to discuss their children's progress and ways forward
- Record and track progress of learners on the SEN register to ensure they are progressing
- Set targets for raising achievement among SEN pupils and other groups as appropriate and track / record data.

4. Intervention

- Consider whether additional intervention is required all learners on the SEN register
- If required, facilitate a small group or individual support sessions
- Select staff with appropriate training and experience to support learners on the SEN register
- Ensure that all interventions follow international research and evidence based standards
- Gather impact from interventions and present this to the Governing Body

5. Leadership

- At the end of each year, create a SEN impact report that covers the impact of the SEN provision over the past year
- Detail what has worked and what needs to change for the year ahead
- Present this to the Governing Body at the beginning of the new year
- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils
- Encourage good practice in inclusion across the school.
- Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.
- To be involved in the appointment of Teaching Support Assistants.
- Supervise and organise Teaching Support Assistants, including their performance management.



- To keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff and Governing Body as necessary.
- To attend appropriate training, CPD and conferences and provide feedback to colleagues.
- Model good practice in teaching pupils with SEN

The Class Teacher(s)

The class teacher is responsible for:

- The progress and development of every student in their class.
- Ensuring additional subject teachers are aware of and appropriately supporting students with SEN.
- Flagging children who may have as-yet-unidentified special educational needs, and, in consultation and collaboration with the SENCO: monitoring these learners, trialling possible support strategies and engaging with the parents to formalise support, if required.
- When feasible, working collaboratively with school-based learning support professionals and any external service providers to support a learner through a holistic, multi-disciplinary approach.
- Keeping sufficiently detailed records of parent-teacher meetings or SEN-related conversations.
- Providing regular and sufficiently detailed feedback or updates to the SENCO.
- Seeking out and engaging in professional development and training opportunities.
- Ensuring an appropriate handover at the end of the teaching year, detailing each student's educational history and special educational needs. This includes any relevant information regarding their social-emotional development which may impact on their learning.
- Following the SEN policy and alerting Senior Management and/or the SENCO to any areas of concern or suggestions for improvement.

External Service Providers

External Service Providers include any off-campus professional specialising in child and adolescent health, development and/or education. We encourage collaboration with such professionals, provided they are:

- Suitably qualified for their role and engaging in continued professional development.
- Committed to following the ethical guidelines prescribed by their overseeing professional body
- Willing to take into consideration the Greyton House Village School SEN policy when making recommendations.



- Open to, with the appropriate consent, liaise with class teachers, the SENCO and parents/ primary caregivers on a regular basis to maximise the support of the SEN student, as well as to allow for sufficient record-keeping. We respect the limits of confidentiality in this regard.

Monitoring the success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- early identification of students requiring learning support
- differentiated short-term planning by the class teacher to meet the child's needs
- evidence of progress towards targets at the learning support plan reviews
- records and evidence of the child's progress towards improving behaviour
- a positive and effective partnership with parents

Funding:

All parents will be charged an additional R100 per month, over & above their school fees. This fee will go towards parent workshops, staff training and Special Educational Needs. This will be charged for 10 months of the year from March to December in arrears.