

HILLVALE BOROUGH COUNCIL

STATEMENT OF SPECIAL EDUCATIONAL NEEDS

PART 1: INTRODUCTION

In accordance with section 324 of the Education Act 1996 ("the Act") and the Education (Special Educational Needs) Regulations 1994 ("the Regulations"), the following statement is made by Hillvale Local Authority ("the Authority") in respect of the child whose name and other particulars are mentioned below.

CHILD

Surname	Montague
Other names	Peter Henry
Home address	17 Woodbridge Lane High Hills Hillvale HV8 6DJ
Date of Birth	14 / 10 / 2002
Gender	Male
Religion	None
Home language	English

CHILD'S PARENT OR PERSON RESPONSIBLE

Surname	Montague
Other names	Collette
Home address	As above
Relationship to child	Mother
Telephone number	01699 887326

PART 2: SPECIAL EDUCATIONAL NEEDS

This section sets out the child's special educational needs in terms of learning difficulties which call for special educational provision as assessed by the local authority.

Peter is a cheerful, pleasant boy who has a caring side to his nature. He is cheerful, and a popular boy in his neighbourhood, though can be nervous in larger groups. He enjoys his work activities, which are delivered by his mother with advice from his mother's partner's sister (a qualified teacher).

LEARNING ABILITY AND UNDERSTANDING

Peter is co-operative and enthusiastic in new tasks, however he has a history of limited concentration and is easily distracted from tasks he finds difficult. His concentration is excellent for things that he understands and can do competently on his own, but when following adult direction his concentration tends to waiver.

Peter's cognitive skills showed a mild delay before his operation at the age of 5. He has now recovered his earlier skills and developed new ones, but still exhibits borderline learning difficulties.

Since his operation Peter has found it easier to remain in one place for longer periods, and his self-help skills have improved, though he still requires help in all areas at times.

COMMUNICATION AND INTERACTION

Peter is a happy, sociable boy who relates well to adults and children. He enjoys the company of other children and joins in with group activities when the opportunity exists (he attends a local church group and film club).

Peter's language skills show a very mild delay, exaggerated by his hearing impairment and elective mutism in certain settings, and an overall predisposition for minimal verbal interaction. He has slow oral movement and his speech is markedly hypernasal, though can be understood if listeners are aware of his difficulties.

His expressive communication consists of limited use of speech and British Sign Language (BSL). Though he has motor difficulties which impact upon his effective use of BSL, he copes fairly well with social conversation and day-to-day routines. Peter's understanding of language shows no significant delay, he has good functional understanding.

BEHAVIOUR, SOCIAL AND EMOTIONAL

Generally, Peter's behaviour gives no cause for concern. He has shown some recent emotional regression to a less mature state of dependency on those around him for comfort and amusement.

His ability to tolerate stress is very limited, but it is anticipated that this will improve once he is consistently accessing a more social environment.

PHYSICAL

Since his operation, Peter's fine motor skills have improved, though he still exhibits restricted coordination and movement. He is able to walk independently for short distances and can kick a ball. He has some difficulty walking up and down stairs, and cannot jump or walk on tiptoe.

SENSORY

Peter has coped well with his new hearing aid and will wear it all day, though its impact upon his hearing function is limited and not straightforward. At times he will appear to hear relatively quiet noises, while at other times he will not hear loud conversation next to him.

MEDICAL

Peter has cerebral palsy and is registered as profoundly deaf, though exhibits some residual hearing function.

Peter had an operation to remove a brain tumour when he was 5, followed by chemotherapy and radiotherapy. It is unclear what extent this has affected his development.

His general health is good.

In summary, the special educational needs which the LA regards as requiring the LA to make special provision are:

Physical difficulties
Hearing impairment

PART 3: SPECIAL EDUCATIONAL PROVISION

OBJECTIVES

This section specifies the objectives which the special educational provision for the child should aim to meet.

To develop self-help skills

To develop mobility and co-ordination skills

To develop Peter's ability and motivation to use speech and language with peers and adults

In order to address these broad objectives, the school will devise within two months of receiving the finalised statement an Individual Education Plan (IEP) which will include short term educational targets. When appropriate the school should aim to obtain parental support towards meeting one or more of the targets, a copy of the amended IEP should be sent to the parent and the authority.

EDUCATIONAL PROVISION TO MEET AIMS AND OBJECTIVES

This section specifies the special educational provision which the Authority considers appropriate to meet the needs specified in Part 2 and the objectives in Part 3.

A. TEACHING METHODS/STRATEGIES

The following teaching methods and techniques are recommended through assessment and should be employed:

A differentiated learning programme to ameliorate Peter's physical disability and hearing impairment;

A named member of staff available to liaise with Ms Montague and keep her informed of Peter's programme so that they can reinforce in-school learning at home;

A speech and language therapy programme in conjunction with teaching and support staff.

B. CURRICULUM

Peter should have a broad and balanced curriculum planned around the National Curriculum. Any modifications should take into account the statutory curriculum inclusion statement and equal opportunities legislation. Curriculum planning and assessment must take into account the type and extent of the difficulties experienced by Peter. Access to curriculum entitlement should be

met through differentiation consistent with school based intervention as set out in the SEN Code of Practice.

C. ARRANGEMENTS FOR MONITORING AND EVALUATION

A termly review of progress against the above objectives including the short-term targets in the IEP, involving external specialists where appropriate.

The school must convene a formal review meeting no later than January 2011 and at least annually thereafter. Ms Montague must be invited to submit written evidence before the review and be invited to attend the review meeting. Peter should also be given the opportunity. He may wish to attend the meeting, or his views may be sought orally or in writing. The review will produce a written report and revise the IEP and its targets as necessary.

Arrangements for home/school liaison will include discussion on any support that can be provided at home.

PART 4: PLACEMENT

This section specifies the type of school which the Authority consider appropriate for the child and the name of the school for which the parents have expressed a preference, or where the Authority are required to specify the name of the school which they consider would be appropriate for the child; or the provision for his or her education, otherwise than at a school which the Authority consider appropriate.

A mainstream primary school

High Hills School

PART 5: NON-EDUCATIONAL NEEDS

This section specifies the non-educational needs of the child for which the Authority consider provision is appropriate if the child is properly to benefit from the special educational provision specified in Part 3.

Monitoring of health, growth and development.

Audiological assessment and monitoring

PART 6: NON-EDUCATIONAL PROVISION

This section specifies the non-educational provision which the Authority are satisfied will be made available by some other body, including arrangements for its review. Also specify the objectives of the provision, and the arrangements for monitoring progress in meeting those objectives.

Appropriate nursing supervision

Physiotherapy provided by Valley Special School; at Valley Special School (1½ hrs/week) and visiting High Hills School (1½ hrs/week)

Monitoring of health, growth and development by Hillvale Care Trust

Audiology supervision by Hillvale Care Trust

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Date

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Statementing Officer – Special Educational Needs
A duly authorised officer of the Authority