HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

THE CURRICULUM SUPPORT TEAM

SPECIAL NEEDS POLICY

It is the policy of the College to:

- Recognise that all students have talents, and it is our duty as educators to discover and nurture those talents, and to build self-confidence through the celebration and maximising of achievement.
- Develop the notion that we are **all** teachers of special needs, to recognise that **all** students have talents and that it is our duty to help **all** students learn to the best of their ability.
- Promote the concept of learning potential and to provide students with appropriate support in order to maximise their learning as part of the Equal opportunities policy of the College.

This policy accepts the definition of SEN as set out in the revised Code of Practice 1:3 (page 6).

Policy:

1. Aims and Objectives

1.1 The Governing body and teaching staff will do their best to secure that the necessary provision is made for any student in this College who has special educational needs and ensure that, where the Headteacher or the appropriate Governor has been informed by the LEA that a pupil has special educational needs, those needs will be made known to all who are likely to teach him or her, for example through the Staff Bulletin, Sims.net, CST, Teaching Assistants and from pastoral staff.

1.2 The staff and governors in this College are aware of the importance of identifying and providing for those students who have special educational needs.

1.3 The Headteacher, staff and Governors accept their mandatory responsibility to draw up and report annually to parents on the policy for students with special educational needs.

1.4 The staff at this College will ensure that all students with special educational needs will take a full part in all activities of the College, alongside students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of students in the College and the efficient use of resources.

2. Designated Teachers

The operational SENCO (Special Needs Co-ordinator) is the person responsible for co-ordinating the day-to-day provision of education for students with special needs. The strategic SENCO is responsible for the strategic development of the special needs provision throughout the College; she is a member of the Senior Leadership Team and has overall responsibility for the provision of special educational within the College. This team, supported by a large number of Teaching Assistants, make up the Curriculum Support Team (CST). Teachers in all other departments including Heads of Faculty support the CST.

3. Admission and Inclusion

The staff of this College are committed to identifying and providing for the needs of all children that they teach. Inclusion is regarded as crucial to this policy, in line with that of the policy of the LEA. The College fosters equality of opportunity for all students under the Equal Opportunities policy. All students are afforded the same rights regardless of the level of graduated response (statement, school action plus, school action or none).

4. Support

Having identified a need, students are supported in a range of ways:

- Advice regarding need and effective strategy is given to staff.
- Material and/or teaching methods are modified.

- In class support is provided by a Teaching Assistant or teacher.
- Inclusion on one of the following recovery systems is provided: Word Warriors (reading recovery), DRIVE (Dyslexia recovery), CIRCUIT (Dyspraxia recovery), OASIS (EBD counselling), Pathfinders (social skills).
- Intensive literacy intervention (through the delivery of Read, Write Inc).
- Numeracy intervention (including where appropriate Numicon).
- Specialist equipment is provided, as appropriate, such as coloured overlays, laptops, writing slopes.

Those resources allocated to non- statemented students with SEN will be deployed to implement IEPs (Individual Education Plans) for individual students at the School Action stage of the Code of Practice, and the attendant administration of the Code. In addition we may engage the specialist provision of external agencies for students at the School Action plus stage of the Code of Practice.

5. Liaison

5.1 Regular liaison is maintained with the following external agencies:

- Psychological service
- Behaviour Support Team
- Social Services
- Audiology Service
- Services for the Visually Impaired
- Health Service
- Education Welfare Service
- Assessment and Education Provision Team, County Hall
- Physiotherapy
- Autistic Support Team

Parents are always consulted before an external agency is involved with their child.

5.2 Mr Jon Wells is the named governor attached to the Curriculum Support Team.

6. Specialist Provision

At present this College does not have an Area Special class, although many students coming to live in this area, who previously attended Area Special classes or other Special Schools, attend the mainstream College here. Cornwall has a very high proportion of students included into the mainstream, and because of the geographic location and reputation of this College, we are able to include almost everyone in our Community who wishes to attend our College. We are well served by the Audiology and Visually impaired service, who maintain facilities on site and help us to fully include students with hearing disabilities.

We have specialist facilities for hearing impaired students and receive targeted support from the Hearing Impaired Service. We also have specialist toileting and changing facilities on both sites for the disabled, and specialist medical facilities for those who need to take regular medication, such as insulin injections.

7. Facilities

This College has specialist toilets with showers and separate changing facilities used by a range of students with physical disabilities or other special needs on both sites. We have access to the swimming pool for the use of students with physical disabilities who need specialist exercise. A lift and stair lift have been installed on North Site to increase disabled access to the College site.

8. Resources

8.1 The LEA provides resource for statemented pupils. This funds Teaching Assistant hours, which are deployed by the SENCO as necessary and appropriate. The College's own funds provide for the implementation of the Code of Practice and co-ordination of the Department.

8.2 The College supplements this with extra money from the main budget, if and when a case is made, and in response to individual need within financial constraints.

8.3 In allocating resources, the governing body are guided by the recommendations of the strategic SENCO depending on the needs of students at school action and school action plus. NFER reading tests, NFER

numeracy tests, Graded Word Spelling tests, BPVS, DST, Developmental Dyspraxia screening Test and NC information are all available to assist with this.

9. Identification and Assessment

9.1 In order to identify a special need, the staff of the College will follow the County staged assessment process as outlined in 'Meeting Individual Needs'. The appropriate College based staged forms will be used. Records will be developed through a process of continuous assessment by the class teacher or as a result of tests of educational achievement administered by the HLTA responsible for administering standardised tests. Children from primary schools retain their statement and bring their IEP's with them, unless they are re-assessed and deemed not to need it. A class teacher with a concern about a child will fill out a SEN trigger form which is available in the RMstaff/LDT/LDT Trigger form.doc and send it to the operational SENCO. Any action resulting form this will be sent to the relevant Head of Progress. Both will update their records; feeding back information to the originator of the referral.

At School Action, the child can then be referred through the SENCO for diagnostic testing, as appropriate, in order to construct a profile of the child's strengths and weaknesses. Decisions about extra teaching for the child will be made at this stage and an Individual Education plan will be drawn up, which will include recommendations about curricula adaptations to be implemented. At School Action Plus, advice and support from outside agencies may then be sought, and a new IEP drawn up and implemented.

9.2 The main reason for placing a child on one of two SBS will be the student's lack of progress in the curriculum, or continued emotional and behavioural difficulties, which persist despite action taken. If appropriate, the student will be put forward to be assessed by County with a view to gaining formal assessment of SEN under the 1996 Act. The identification of such students is the responsibility of the SEN co-ordinator.

9.3 The progress of students with SEN will be reviewed through the formative and summative assessments as outlined in 'The Code'. Students with statements of SEN will be reviewed annually by the SENCO, as required by legislation and during progress review meetings with their academic mentor.

9.4 The subject specialists are responsible for ensuring that records are kept of the individual achievement of pupils in their class. It will be necessary to breakdown attainment targets into smaller steps for those students who are slower learners so that their progress can be monitored and recorded. The setting of short term objectives will assist in this process.

9.5 Detailed records will be kept of the students receiving extra support in Word Warriors, DRIVE, CIRCUIT, Pathfinders, Literacy intervention and Numeracy intervention. These will include detailed tests including reading test results, records of work, support and intervention.

9.6 The College provision map will detail the entire provision for Inclusion within the College, and document the individual needs profiles of all students receiving support.

10. Access to the Curriculum

10.1 The provision of an exciting learning environment will be a priority, to arouse students' interest and curiosity and to help those who need extra stimulus and encouragement to overcome their learning difficulties.

10.2 At this College, we try to foster a climate of warmth and mutual support in which self confidence and self esteem can grow, and in which everyone feels valued and able to risk making mistakes as they learn, without fear of harsh criticism or a criticism of an attempt to understand.

10.3 There is flexible grouping of students so that learning needs are met in an individual, small groups or whole class contexts.

10.4 The Curriculum is differentiated to meet the needs of a variety of individual students. Teaching styles and groupings reflect this approach.

10.5 Schemes of work reflect whole College approaches to teaching and learning, and take account of special educational needs.

10.6 Curriculum tasks and activities are matched to students' differing paces and styles of learning, interests, capabilities and previous experience.

10.7 Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

10.8 Teaching approaches for students with literacy problems will capitalise on their oral strengths and so avoid their difficulties with written communication. The use of Synthetic Phonics will be introduced to those students operating at a level 3a or below on entry into year 7.

11. Arrangements for the treatment of complaints

The procedure for managing complaints is for staff or parent to contact the SENCO, in the first instance. If no solution is found, then the procedure is to put the complaint in writing to the Assistant Headteacher , Curriculum (strategic SENCO) and after exploring this avenue, writing to the Headteacher. Next the SEN Governor can be contacted, and if there is still a problem the Chair of Governors can be contacted.

12. Staff Development

In-service training needs related to special educational needs will be identified by the Strategic SENCO in consultation with the staff, and will be incorporated into the Staff Development plan. A program of training will be delivered throughout the year and a training log kept which reflects this.

13. Working with parents

13.1 The College seeks to actively involve parents in their child's education. It is recognised that it is particularly important with students with special educational needs where the support and encouragement of parents is often the crucial factor in achieving success. Parents will therefore be invited to attend all review meetings for their child.

13.2 In line with the recommendations of the Code of Practice, School Action and School Action Plus, parents will be kept informed about the problems experienced by their children. Good communication between the parent and College will be maintained.

14. Evaluating success

14.1 This policy will be kept under regular review. The success of the policy will be gauged by the achievements of previous targets outlined in the students' IEP's; progress reviews; annual review. In addition:

- Staff's awareness of individual students' needs.
- The success of the identification process.
- The academic progress of students with special educational needs.
- The number of students participating in Word Warriors, DRIVE and increases upon baseline testing.
- The number of exclusions.
- The narrowing of the gap between chronological age and reading age.
- The number of children supported by the funding allocation for non-statemented special educational needs.
- The consultation with parents and parental satisfaction.