



POLICY: SPECIAL EDUCATIONAL NEEDS POLICY

PERSON RESPONSIBLE: Simon Kelly

Date policy was adopted/updated: October 2016

Date policy will be reviewed: March 2018

Statutory Policy (Y/N): Y

SPECIAL EDUCATIONAL NEEDS POLICY

Introduction

Our school is a mainstream secondary school with very dedicated staff that aims to get the best out of every student. We have around 1450 students and place each student into classes according to their individual ability.

Every teacher at Stoke Damerel Community College is a teacher of Special Educational Needs. The aim of the Learning Support Department is to provide an opportunity for students with additional needs to access a broad and balanced curriculum. By offering a high level of experienced support, and responding to their diverse needs, each student is encouraged to take advantage of the school community and activities.

Opportunities to develop independent working, greater confidence and raised self-esteem are central to the provision of extra support.

The Specialist Provision for students with Autistic Spectrum Disorder provides up to 14 places for those identified as having more significant Social Communication difficulties and/or a diagnosis of ASC. Decisions on placement into the specialist Provision are made by a multi-professional team at the Plymouth City Council, whereby evidence of previous and projected needs is taken into account against entrance criteria.

Students within the ASC specialist provision access mainstream lessons when it is appropriate for each individual student and the facility is one part of the whole school provision for students with additional needs. It is an expectation that all students follow the same rules of dress, conduct and behaviour in and out of the classroom, with the additional resources being made available to students as required. Reasonable adjustments are made within this context.

2. Deployment of Learning Support Staff

The Special Educational needs Coordinator (SENCo) manages the support for the students across the school, with the support of the ASC Coordinator and ASC Lead Practitioner. The ASC coordinator takes responsibility in the school for managing the provision, advising on the needs of students within this provision.

Stoke Damerel Community College deploys teaching assistants in different ways to effectively meet the needs of its students. Staff are employed to work within each of its Faculty teams and as specialist Intervention practitioners.

Each of our support staff has specific qualifications related to working with young people, and particularly those with additional needs. We continually assess the professional development of our staff and initiate training wherever appropriate or necessary to ensure we maintain a high level of appropriate support for our students.

3. Different Types of Support Offered to Students

Depending on the needs of the student, support is targeted into whole classes, small group teaching or on a one-to-one basis with a Teaching Assistant.

Within a whole class setting, the Teaching Assistant works alongside the teacher to offer support to any child who requires extra help. A number of our Teaching Assistants are timetabled to work in specific departments thus ensuring enhanced subject knowledge and improved curriculum delivery. Practitioners have flexibility in their timetables to meet the changing needs of the students supporting inside and outside of the classroom.

One-to-one and small group teaching is used to develop a range of skills that require support beyond that available in mainstream classes. Structured programmes of work are followed as advised by outside agencies, such as Speech and Language Therapy and social skills. Students work with a Teaching Assistant to improve skills specific to their individual difficulties.

According to need, the skills which can be developed include:

- Literacy and Numeracy support
- Social Skills group
- Specific Social skills for Students on the Autistic spectrum
- Behaviour 4 learning support groups
- Anger management
- Access to specialist support staff at any time during the school day.
- Speech, Language and Communication
- Exam preparation
- Homework support
- 1:1 support and mentoring
- Specialist support for students with English as an additional Language.

- Learning Mentors
- Counselling

4. Nurture Pathway

The Nurture pathway is extremely successful in offering students with additional needs a scaffolded transition from a primary to secondary setting with a small group setting and specialist teaching staff. We endeavour to timetable these lessons with a smaller number of teachers and within, where appropriate, lessons will be taught within the nurturing environment of the support centre.

During the transition process the SENco works alongside the SENcos from all the feeder schools to identify students that would benefit from this provision. The SENco works alongside the KS3 English manager to ensure that their literacy needs are fully met.

5. Literacy and Numeracy Interventions

Effective communication is essential for all of our students. Stoke Damerel Community College is committed to insuring all pupils have the opportunity to develop their skills in Reading, Writing, Communication and Mathematics to ensure that they are prepared for the world of work.

We take responsibility for the development of literacy, numeracy and communication across the whole college and believe that, with these skills embedded, learning as a whole can be deeper and more effective.

All students should receive Quality First Teaching which includes differentiated learning in the classroom. Students with a Statement of Special Educational Needs will receive specific support in line with their needs. Information on students who are on the SEN register is available in every department and this will guide teachers on the best way to support these students in lessons. Students who are taught in Nurture Groups will have work set at their level. There will be students who need extra support to access the curriculum who may be in danger of 'slipping through the net'. You may notice that these students are reluctant to start work, produce little work, have difficulty with spelling and handwriting and are reluctant to read aloud. It may be difficult to decide whether their attitude to learning is a result of their poor behaviour or a learning difficulty. These are the students who may benefit from extra support. Sometimes the quiet, unassuming students who aim not to be noticed have developed coping strategies to hide a learning difficulty. These students may benefit from additional support. There are also students who may have missed a vital piece of a learning programme through illness or a family difficulty who need to catch up.

Directory of Literacy and Numeracy interventions

1. Fresh Start
2. Precision teaching
3. Reading Champions
4. Reading Comprehension
5. Spelling
6. Handwriting
7. Grammar/support for writing
8. Mathematics
 - Division
 - Multiplication
 - Addition
 - Subtraction
9. Number Crunchers
10. Understanding the Question

6. Referrals to Other Professionals

In particular situations, additional help and advice may be sought from the Communication Interaction Team and Education Psychologist, Speech and Language Therapy or specialist teachers within the Local Authority. These referrals will only be organised after the school has consulted with parents about the need to get additional support from the schools resources when we feel appropriate. In this way other professionals can come into school and meet with students to assess their particular needs, providing the school with specific advice and resources to help remove barriers to learning.

7. Exam Access Arrangements

Students with Special Educational Needs achieve really well at Stoke Damerel Community

College, we are very proud of the achievements of all our students but we realise that some may need additional support during exams when the extra pressure and anxiety may affect them.

Students can be assessed for additional exam support by a specialist teacher after referrals from learning managers in consultation with the SENco. This assessment could result in students being entitled to extra time in an exam, being assisted by a reader or a scribe or use of appropriate technology. In order to qualify for these exam arrangements, students must demonstrate in lessons and during assessment that they are more likely to achieve higher marks with this extra support than without it and it should be considered their normal way of working.

However, for all students who may find it difficult or stressful to sit their exams in a large hall, we can arrange a quieter room with an invigilator. These arrangement is at the discretion of the SENco in consultation with the Exams Officer. Exam rules still apply in all settings and trained exam invigilators ensure that all support provided is strictly controlled.

8. Monitoring and Mentoring Our Students

All teachers keep records of their students' grades and targets to ensure that progress is being made. Research has found, however, that some students with Special Educational Needs can take longer to make significant progress and reach their goals. The school monitors individual progress carefully to ensure that each student is improving at the appropriate pace.

To this end, the Learning Support Department operates a high impact monitoring, tracking and intervention system to support students in reaching their potential. This is in addition to whole school system that students with additional needs also access.

9. Transition Arrangements

The transition from any primary to secondary school is managed by key staff who aim to make it as positive and smooth a process as possible.

During Years 5 and 6 in Primary school, the SENCo, and the Assistant learning Manager for Year 7 will visit our feeder Primary schools a number of times to meet with staff and students. During Years 5 and 6, Primary schools can request the presence of Stoke Damerel Community College SEN staff at meetings with the teachers and parents of students who have an Education Health and Care Plan, or who are on the schools SEN register. These meetings are designed to plan the transition support around individual needs.

Communication and planning between those involved in the education, health and well-being of students assists in making the transition a positive experience, and helps to reduce any anxiety and apprehension that might otherwise remain.

The SENco works closely with all the SENco's from their feeder primary schools and the Communication and Interaction Team and for those that required it there is a package of 4 half day visits during the summer term of year 6. Over the course of the transition visits students can work with a teaching assistant from Stoke Damerel to take photographs or as they tour the school. Students create a scrapbook of images and information to take home over the summer holidays to help them feel more at ease as the new term approaches.

Extra visits to the new school are arranged for both parents and students. These can be done during and after the school day to allow the student to see the school at quieter and busier times. If you would like to arrange a further tour of the school or visit for you and your child please contact the College.

10. Moving on to Further Education

There are many opportunities within the Sixth form at Stoke Damerel Community College to experience courses within a range of settings while supported by staff at the college. As well as support from the Careers advisor and Careers South West officers that are based within the College to assist student to make an effective transition to the next step towards a fulfilling career.