

## Haven High Technology College

# Special Educational Needs Policy SUMMARY

(Full policy can be found on the college website under 'Policies'.)

### Aims

1. To ensure that students with special educational needs have the same opportunities as other students to achieve the College's aims within the mainstream classroom.
2. To provide an environment where parents, guardians, students and staff can work together to identify and support individual needs.
3. To encourage all staff to build upon the strengths of students with special educational needs and recognise their positive achievements.
4. To encourage all staff to develop their skills as teachers of pupils with special needs, and support their professional development wherever possible.
5. To be familiar with the details of SEN statements and ensure that the recommendations made in them are met.
6. To ensure that the Support Team is held in high esteem throughout the college, and that its contribution to the college community is recognised.

### Working in partnership with parents and guardians

The Support Team recognises that professional help for students with special educational needs is most effective when it builds upon parents' knowledge and understanding of their child, and takes into account their contribution to each stage of an assessment.

To establish and maintain positive links with parents and guardians, we will:

- Welcome enquiries and visits from existing and prospective parents
- Respond promptly to concerns raised by parents, either directly or through other staff
- Invite parents to contribute to special needs assessments and reviews
- Inform parents of the SEN status of their child
- Endeavour to arrange meetings at a convenient place and time
- Enlist the support of outside agencies where language may be a barrier to spoken or written communication with parent

### Specialist resources for use with students with learning differences and disabilities include:

- Multi-sensory language and literacy programme
- Computers and lap-tops
- Subject-specific software
- Television, DVD and video recorder
- Library area with fiction and non-fiction appropriate to reading and interest levels
- Games and supplementary resources to reinforce literacy, numeracy and social skills
- Success Maker
- Dictaphones

### Identification and assessment of special needs

The College is committed to ensuring that all students receive their entitlement to a broad, balanced and relevant education. The Support Team will help to achieve this by ensuring that we:

- Attend year 5/6 primary school reviews as requested

- Use information from previous schools to provide a starting point to develop an appropriate curriculum
- Identify and focus on the student's skills, highlighting areas for early intervention
- Ensure that ongoing observation and assessment provide regular feedback to staff, parents and student, and form the basis of future plans

Regular formal and informal assessment of all students takes place in all curriculum areas, and staff are encouraged to analyse results and pass on concerns to the SENCo.

In addition to this day-to-day monitoring of students by classroom teachers and support staff, standardised tests are administered where appropriate. These include

- NFER Group Reading Test
- Salford Sentence Reading Test
- CATS
- Schonell Spelling Test
- National Curriculum key words; lists 1,2 and 3
- P scales (PIVATS)

To decide whether a student has special educational needs we will consider:

- Evidence from staff observation and assessment
- Performance against level descriptions within the National Curriculum
- Progress against objectives specified in National Literacy and Numeracy frameworks
- Standardised screening information
- Views of parents and students

In accordance with the revised Code of Practice, where a student is assessed as having special needs, intervention will be described as 'School Action' and 'School Action Plus'.

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