

St Bede's Catholic College



Special Needs Policy

February 2012 updated – no change

St Bede's Catholic College

Special Needs Policy

Rationale:

The College aims to meet the needs of all its pupils by creating an inclusive environment where pupils are helped to overcome their barriers to learning.

Once the Governors have accepted responsibility for a pupil's learning, the college will endeavour to provide a broad, balanced and relevant curriculum for pupils within the resources available and will be guided by professionals in identifying the individual support required. St Bede's recognises that all our pupils have needs which are special to them.

For pupils who come to us with learning difficulties assessment is made to identify the particular need and we will endeavour to provide the conditions in which these children can develop to their full capacity. Regardless of ability, pupils are challenged and stimulated in a secure environment.

With regard to the more able child, these children are identified and learning and teaching teams provide extension activities for pupils who complete work quickly and accurately. Some are accelerated towards GCSE/AS Level and provided with other opportunities to grow their knowledge and skills. All pupils are encouraged to participate in enrichment activities within college and extra curricular activities.

A child with a Special Educational Need may be one:-

- who experiences greater difficulty in learning than the majority of children of the same age due to an educational, emotional, behavioural or physical ability.
- of high ability, a more able child
- who may have short term difficulties

These children may:-

- be identified by the college, parents or previous school
- be those whose needs are identified through the College Special Educational Needs Assessment procedure
- have a Statement of Special Educational Need

St Bede's, in exercising its rôle to providing good learning opportunities for pupils will endeavour to:-

- help each child appreciate and value his or her own strengths.
- help each child realise his or her potential
- provide a broad, balanced and accessible curriculum
- ensure that each child feels valued
- ensure that the dignity of each child is maintained

- assist each child in developing the skills of literacy, numeracy, information communication technology and social independence
- ensure that teachers, learning support assistants and other staff are aware of their responsibilities to all pupils
- involve parents in support programmes
- create a climate in which pupils feel valued and are able to risk making mistakes.

Guidelines:

In providing good learning opportunities we aim to ensure:

Pupils needs are identified at the earliest opportunity.

Expertise of our own or external agencies is accessed to assess pupils' needs and determine Support as well as additional information from the following sources:

- KS2 SATS results
- Screening of all Year 7 pupils to attain reading age, spelling age, non-verbal reasoning quotient, verbal reasoning quotient and quantitative quotient
- Parents
- Pupils' previous school

Programmes of work are drawn up for individuals who are identified.

A variety of support strategies are used as appropriate.

Resources are allocated in the most efficient way in order to maximise the support for the individual and the pupils as a whole.

Monitoring and evaluation is ongoing.

Professional development will be made available within the resources of the college.

Governors:

There is a Governor from the curriculum committee who has responsibility for the implementation of the Special Educational Needs policy and who meets regularly with the Inclusion Manager and Link member of SLT to discuss SEN provisions and resources.

Conclusion:

This policy has been written in consultation with Governors, Staff and Parents. It should be read in conjunction with the College Aims and operational guidelines for Special Needs. It will be monitored and reviewed regularly.

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