



CALLINGTON COMMUNITY COLLEGE (FOUNDATION SCHOOL)

SPECIAL NEEDS POLICY

Rationale

All students should have their Individual Needs met in a way that preserves their self-esteem, gives them access to a broad and balanced curriculum and allows them to make academic and social progress.

Purposes:

To meet the individual needs of ALL students:

- Assess the students' needs accurately.
- Record these needs clearly and plan how to meet them.
- Set SMART, cross-curricular targets for the students and teachers.
- Review and record the students' progress regularly, setting new targets as appropriate.

To ensure the preservation and enhancement of student self-esteem:

- Use appropriate language in the classroom and elsewhere.
- Be positive about the student achievements and efforts.
- Celebrate success whenever possible.
- Ensure ALL students have access to high status groupings.
- Find time to make contact with ALL students.

To ensure access to a broad and balanced curriculum:

- Target and differentiate learning.
- Use clear criteria to set groups so that students with specific difficulties are not discriminated against.
- Ensure that alternative methods of recording information e.g.: laptops, tape recorder etc are available if required.
- Ensure that alternative ways of presenting information to students are available.

- Ensure physical modifications to the college are made, as resources allow.

To ensure a continuum of provision for ALL students:

- Departments are expected to make provision for most students from within their own resources using IEPs to guide them.
- The SENCO will provide help and support whenever she can.
- A resource bank of ideas will be available to assist in planning the provision to meet a range of needs.
- Teaching Assistants or teachers will be employed where resources allow, to support students both in and out of the classroom.
- Outside agencies will be enlisted to support students as appropriate.
- There will be provision made for students with behavioural difficulties in the Learning Support Unit (LSU) or Student Support Unit (SSU).
- Individual programmes will be delivered outside the classroom (one to one or in small groups) as appropriate.

To ensure concerns about student progress needs to be identified at an early stage:

- Transfer information will be used where appropriate.
- Screening procedures will be used on entry.
- Incident/concern forms will be used by ALL teaching staff and responses made to them.
- Students at risk will be identified as soon as possible (see Child Protection Policy).

To ensure parents/guardians are involved in the review and provision of their children's needs:

- Parents/guardians will be contacted as early as possible.
- Parents/guardians will be informed via the telephone etc on their child's progress as often as is realistically possible.
- IEPs will be sent to parents/carers and their role in the provision will be explained to them.
- Parents/guardians will be invited to reviews

To ensure ALL staff can assess needs within their classroom and meet most special education needs from their own resources:

- Staff to have copies of relevant IEPs, understand their role and regularly review student progress.
- All staff to attend regular INSET on issues relating to special educational needs.

To ensure Governors and the Management Team have access to information that will allow them to monitor and evaluate the effectiveness of the policy:

- There will be performance indicators that will monitor the progress towards the purpose of the policy.
- There will be an annual review of SEN provision and of student progress.