

Special Educational Needs Policy

Defining Special Educational Needs (SEN)

Students have special educational needs if they have a greater difficulty in learning than the majority of students of the same age, which calls for special educational provision to be made for them. Mild and moderate learning difficulties can include short attention spans and a lack of concentration, memory problems—both short and long term—poor-generalisation skills, auditory discrimination problems, visual discrimination problems, a lack of imaginative thinking and poor eye-hand co-ordination.

Scope

The St Giles Special Educational Needs Co-ordinator (SENCO) post is a non-Qualified Teacher Status position. However, at all times the school will endeavour to support learners within the limits of training available to non-QT staff.

The provision will be optimised within the time available to class teachers with the support of the SENCO.

While individual meetings will be available to discuss progress, students will not be provided with additional one-to-one teaching and will be taught in the normal timetabled classes.

Objectives

1. Identifying students with SEN and meeting their needs

Students with SEN will be identified as early as possible and every effort will be made to meet their needs. This will be done by:

Identifying needs

- Self reporting at the time of booking: students have the opportunity to declare any SEN or medical condition at the time of booking.
- Self reporting at orientation: students complete a record card at orientation and this will be followed up during the interview. Students reporting SEN will be made aware of support process.
- Reporting by teacher: teachers will be trained to recognise typical signs of SEN and help will be offered during 1:1 counselling.

Assuring provision

- Class teachers will be made aware of any SEN reported at the time of booking either by the learner or any third parties.
- They will also be made aware of any special need recorded on the record card at the beginning of the course.
- Review in 1:1 student counselling: students with SEN will be consulted on existing support and made aware of options for further support. Intervention for students with SEN will be pro-active through the offering of an appointment with the SENCO to discuss support.

Assessing policy effectiveness

- The progress of students with SEN will be monitored through:
 - in-class testing
 - observing progress through levels
 - attainment in external exams (IELTS, FCE, CAE, CPE)
 - LATs
- Regular meetings will be held between the SENCO and academic management to consider ongoing provision of support.

2. Provision of appropriate resources and support

Resources and support will be provided to both students with SEN and their teachers. This will be done by:

- Providing teachers with information during induction. This will include details of:
 - SENCO
 - SEN procedures
 - Resources
 - Action to be taken in 1:1 student counselling.
 - SEN will also be referred to in the Notes for Teachers.
- Holding teacher development sessions to ensure that teachers are aware of how their teaching practice can best support students with SEN.
- Regularly updating teachers on best practice review by SENCO and academic management.
- Maintaining SENCO /teacher liaison. The SENCO will track the progress of SEN pupils in liaison with their class teacher. Together they will check that the students:
 - are making the level of progress expected
 - are being set appropriate targets
 - are further supported where progress is limited
 - have any barriers to learning identified and addressed

In order to achieve this the SENCO and class teacher will:

- keep accurate records of the levels pupils are attaining
- liaise regularly
- map the provision and support available for students
- track the progress of individual students over their course

3. Inclusion of students with SEN in the life of the school

Students with SEN will be integrated into the life of the school.

The school ethos of learner centeredness extends into all aspects of the school including extra-curricular activities. All students with SEN will have the opportunity to join in the school's activities along with other learners.

School social programme

Students will be accompanied by a teacher on all school social programme trips.

The school encourages students to participate positively in the social programme in order to foster good relations amongst students and teachers.

Day and weekend trips organised by third parties

The Social programme officer will inform all relevant companies of any special educational needs the students have and, where necessary, how they can be accommodated.

Reviewing the effectiveness of SEN objectives at group level

Schools within the group will liaise periodically to ensure best practice.