

Cambridge County Council Local Educational Authority  
Parkside Community College  
Special Educational Needs Policy

Parkside recognises that some children have special needs, which can be identified as follows:

- A relative lack of ability
- A specific literacy or numeracy difficulty.
- Emotional and behavioural difficulties.
- Physical disabilities which prevent pupils making full and effective use of all the facilities provided.
- Language and communication difficulties
- English as a second language causing difficulties accessing the curriculum.
- Very able in one or more subjects.

At Parkside Community College, special educational provision is made through the Learning Support Department.

**The Underpinning principles of the Learning Support Department**

The following principles underpin the work of the Learning Support Department and are fundamental to the school's SEN Policy.

- The belief in the entitlement of all pupils to the national Curriculum.
- The right of all pupils to be literate and numerate.
- The support of all pupils with difficulties and to take account of their views.
- The recognition of the importance of parental involvement and the need for their support.
- The need to provide guidance and support to teachers working with SEN pupils.
- The recognition of the importance of working with outside agencies in supporting pupils with specific difficulties.
- The recognition of strengths as well as weaknesses.

**Roles and Responsibilities**

***All staff***

The school recognises that all staff have a responsibility for pupils with Special Educational Needs. It is the responsibility of all staff to:

- Be aware of pupils on the special needs register.
- Be aware of whole school policies regarding Special Educational Needs.
- Organise their teaching in order that all pupils have access to the curriculum. This will sometimes be in conjunction with the Learning Support Department or with outside agencies.
- Provide information for meetings with parents such as annual reviews.
- Monitor and provide subject targets on IEPs.

### *The Learning Support Department*

It is the responsibility of the Learning Support Department to:

- Oversee the smooth running of the school's Special Needs Policy.
- Co-ordinate the identification of pupils with Special Educational Needs.
- Liaise with subject teachers.
- Develop Individual Education Plans for pupils on the special needs register.
- Keep detailed records of pupils on the register.
- Liaise with outside agencies.
- Liaise with parents of pupils with special needs.
- Co-operate with Year Tutors in making provision for pupils experiencing both learning and behavioural difficulties.

### *Year Tutors*

- Assess and provide for pupils with emotional and behavioural difficulties.
- Liaise with the Learning Support Department when assessing provision for pupils with learning and behavioural problems.
- Give the Learning Support Department written information regarding decisions made about pupils and thereby assist in maintaining the special needs register.
- Provide written evidence of behaviour plans and intervention strategies when applying for statements of special educational needs.
- Attend annual reviews where appropriate.

### *Policy into Practice*

At Parkside the Learning Support Department is open to all pupils in order to discourage stigma and therefore increase our effectiveness with targeted children. We do this in a variety of ways.

- Open door policy during lunchtime sessions.
- Making equipment available to all pupils.
- Encourage use of computers by any child, regardless of ability, during lessons.
- Encourage pupils to play games in the base at lunchtime.
- Use of computers after school.
- The Learning Support Base is central to the life of the school.

### *Nature of Need and Response*

#### *Literacy Difficulties*

Pupils in years 7 and 8 and some in year 9 with severe reading and spelling difficulties are withdrawn from lessons for one period per week. Pupils with a spelling difficulty are withdrawn from the first part of one English lesson for one hour per week.

#### *Motor Skills*

Pupils with motor skills difficulties in year 7 and 8 are withdrawn for one lesson per week on a half-termly rotational basis.

### English as a Second Language

Pupils experiencing literacy difficulties due to having English as a second language will be identified through our normal screening procedures. They will then have access to the literacy intervention programmes on offer by the school.

### Emotional and Behavioural Support

Pupils experiencing difficulties keeping the Code of Conduct within the school will sometimes need formal intervention measures in order to change behaviour. Heads of Year and the Learning Support Department should work closely together and prepare appropriate behaviour plans.

### More Able Pupils

Identification of more able pupils is made through testing and this information is then given to subject departments. It is the responsibility of Heads of Departments to ensure that their needs are met.

## Identification and Assessment

Parkside adopts the recommendations given in the Code of Practice for Special Educational Needs (November 2001),

Identification of pupils with special educational needs will be through one of the following channels:

- Through Primary liaison.
- Blanket testing of all Year 7 pupils on transfer from primary school or subsequently.
- Observations of the pupil within the school setting.
- Referrals from outside agencies.

When the information is gathered the following actions will take place:

- All teaching staff will be given information on pupils in their teaching groups so that they are able to identify individuals' requirements in specific subject areas.
- Pupils requiring a differentiated curriculum are not considered as having special educational needs and are provided for through differentiated schemes of work.
- When a pupil is regarded as requiring interventions that are different to, or additional from, those provided as part of the school's usual differentiated curriculum the pupil is placed on the special needs register under School Action (SA). An IEP will be issued.
- If a pupil requires the intervention of outside agencies, the pupil is regarded, as being under School Action Plus (SA+) on the special needs register. Again an IEP will be issued.

- Pupils with severe special educational needs will be considered for a Statement of Special Educational Needs issued by the LEA. If a Statement is approved the LEA is responsible for providing additional resources and monitoring provision.

## The Organisation of Support.

### Internal Support

We believe that all pupils are entitled to a high quality of teaching, enabling full access to the curriculum. We also recognise that pupils have individual needs. We provide:

- Individual tuition to raise attainment in literacy skills.
- Small group tuition to raise attainment in literacy skills.
- In – class support for pupils with Statements of Special Educational Needs.
- Lunch time clubs to support homework and develop social skills.
- Regular meetings with Heads of Year to discuss individuals.
- Monitor pupils through progress checks sent out by Heads of Year.
- A motor skills group for pupils with motor skills difficulties.
- PLP meeting with form tutors for all pupils.
- Mentoring of under- achievement by the College Leadership Group.
- Close links with the Student Support Service who provides one to one counselling and social skills groups when necessary.
- An equal opportunities policy
- Clear guidelines on behaviour.

### External Support

Parkside has firm links with the following agencies, who assist us to diagnose difficulties and give advice when drawing up Individual Education Plans.

- The Educational Psychologist Service.
- The County Medical Service, including school doctor and nurse.
- Hearing and speech therapist.
- Student Support Service.
- Specialist Careers Officer.
- Visual impairment Unit
- Centre 33
- Education Welfare Officer.
- Multicultural Agency.

### Resources

Parkside will seek to provide resources to give all pupils fullest access to the curriculum. The school provides 1.5 teachers within the department. The department is given its own budget from which to provide the necessary resources to support pupils with special needs. In addition the department can bid for money from the school development fund for new ventures each year. The department is also able to access money from government initiatives to fund developments within the department.

The Local Education Authority who provides funds to employ Learning Support Assistants for pupils with Statements of Special Educational Needs also supports the school.

## Partnership with Parents

Parkside values highly views from parents. We endeavour to involve parents in decisions made about their children. Parents will be invited to all Individual Education Plan review meetings and their views noted.

## Admissions Arrangements.

The Local Education Authority determines admission arrangements for maintained schools. Within the admissions policy, the aim of the school is to meet the needs of any child who wishes to attend the school. In the case of pupils with a Statement of Special Educational Needs, the school will work closely with the LEA named officer in coming to a decision about the most appropriate provision for the school. No pupil can be refused admission solely on the grounds that he/she has Special Educational Needs.

## In – service training

Parkside will ensure that all staff are:

- Aware of the school's SEN policy and the part everyone will play in its implementation.
- All staff will be aware of the different types of special needs within the school and given strategies to use within the classroom situation.
- Use informal day to day working contacts between staff and the Learning Support Department as a way of developing more effective teaching and learning strategies.

## Complaints

Any complaint about the special needs provision in the school should, in the first instance, be passed to the Head of Learning Support who will investigate the matter. If parents are not satisfied then refer to line management within College Leadership Group and then to the Principal. If the matter is not resolved refer to the Special Needs Governor, who will consider the complaint at the next governors meeting.

## Evaluation of Success

Parkside will assess the effectiveness of the SEN policy in the following ways:

- The Learning Support department will provide a written report to the governing body at the end of the autumn and summer term. This will include details of staffing, resources, new initiatives, INSET, links with outside agencies and changes in legislation.
- The Learning Support Department will retest all pupils receiving literacy intervention work and assess progress made.
- Evaluate effectiveness of IEPs through observations from the Learning Support assistants.
- Monitor attendance at IEP meetings of parents and take account of parent's views.

## Review of the Policy

The policy will be reviewed annually with a member of the College Leadership Team.

Margaret Lumb  
April 2002

