



## Broughton Hall High School

# Special Education Needs Policy

### **Perspective**

This policy document adheres to the guidelines and spirit of the Special Education Needs Code of Practice 2001 incorporating the 1994 code part IV of The 1996 Education Act and including the rights and duties introduced by the 'S.E.N. and Disabilities Act 2001.

### **Implication for staff**

"All teachers are teachers of pupils with special educational needs"  
Code of Practice 2001.

This whole school approach to Special Needs demands that every member of staff takes responsibility for every student that they teach in ensuring:

- A commitment to the highest possible quality of educational provision within the school.
- That aims of education for all children, including those with special educational needs are the same, i.e. all students must have equality of opportunity within the full range of the school's provision.
- That all students must have full access to a broad and balanced curriculum, which ensures progression, and is appropriate to age, ability and aptitude.
- That parents are equal partners in the education process, and must be given every opportunity to become involved in selecting, from a range of provision, the option that best meets the need for their child.

In order to fulfil these requirements it is recognised that the following practices must be inherent to teaching approaches:

- There should be a caring and supportive environment, which utilised all available and appropriate facilities.
- That teaching methods and language levels used are appropriate.
- That concept levels in all areas of the curriculum are consistent with the student's stages of development.
- Independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral to entitlement.
- Thoughtful, negotiated, sympathetic assessment and testing should be used for the benefit of the student.
- Notable achievements can be made by all students, and that these should be recognised and recorded

### **Principles**

The school policy acknowledges that the needs of all students who may have SEN, either throughout, or at any time during their school careers must be addressed: and their right to a broad and balanced curriculum, including maximum possible access to the national curriculum.

### **Aims of the Learning Support Departments**

- To assist all students in gaining a school educational/social understanding/ foundation in order to fulfil their potential within the school. The priority input being in Year 7 as a whole group and then adopting a tiered approach through the age range, whereby needs become less subject orientated/led and increasingly greater emphasis is placed on individual students' needs/ requirements.
- To ensure the curriculum meets the needs of all students and to assist staff (either as individuals, as a department or as a whole) in creating, developing and sustaining suitable strategies in order to secure accessibility of that curriculum to students with special educational needs.
- To ensure that the school meets the statutory requirements and works within the guidelines and spirit of the Code of Practice.

### **General Aims**

It is the belief of Broughton Hall High School Learning Support Staff that all children have the capacity to learn.

In any school population there will be some students who are less able than others, and, as teachers, it is our responsibility to ensure that:

- All children with special educational needs receive maximum opportunities to develop their full academic, social and personal potential by fostering a caring and supportive environment which utilises all available and appropriate facilities.
- The teaching methods and language used are appropriate.
- The concept levels in all areas of the curriculum are consistent with the students' stages of development
- The learning experiences shown across the whole curriculum are accessible to all the children.

It is the responsibility of Learning Support staff to ensure that the above stated aims are achieved by the following objectives:

The development within the student of self-respect and the ability to contribute and relate to our changing society.

- To develop the student's self confidence and self-reliance
- To help the student to a degree of social competence
- To encourage an acceptable code of behaviour
- To encourage responsible attitudes towards society
- To develop the student's ability to adapt past experiences to new situations
- To develop the student's ability to make a reasoned decision
- To encourage students to perceive situations from other people's points of view.

The development within the student of all the necessary skills of communication and use of these skills in developing her powers of understanding

- To teach Literacy to a standard sufficient, at least, to meet the basic demands of the society in which we live
- To teach Numeracy to a standard sufficient, at least, to meet the basic demands of the society in which we live

- To help the student speak clearly and confidently in language appropriate to the situation
- To help the student communicate with others and to respect their view
- To teach the student to read fluently with accuracy and understanding
- To teach a legible style of handwriting
- To teach spelling to a satisfactory level
- To teach punctuation to a satisfactory level
- To help the student to develop relationships with peers and adults

### **Helping students to develop lively and enquiring minds**

- To teach the student to think and plan in a logical manner
- To teach the student to think logically about simple problems
- To promote awareness of the local and global environment
- To develop the student's powers of observation
- To develop the student's powers of discrimination
- To teach the student to differentiate between fact and fiction.

### **A definition of Special Educational Needs**

At the heart of our school and in every class lies a cycle of planning, teaching and assessing. These general arrangements in school take account of the wide range of abilities, aptitudes and interests that our students bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have special educational needs.

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them".

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children in the same age.
- Have a disability, which either prevents or hinders them from making the use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Special educational provision means:

Education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

### **Code of practice: Principles**

- A child with special educational needs must have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education

- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the national curriculum.

What may these difficulties be?

### **Categories of Special Needs:**

<u>Physical/Sensory:</u>	Impaired vision, impaired hearing, impaired mobility
<u>Social:</u>	Educationally disadvantaged because home conditions have not prepared the student for attitudes and standards required at school.
<u>Specific:</u>	Learning difficulties such as dyslexia, SP.L.D
<u>Cognitive/Learning:</u>	Slow learners maybe as a result of a developmental delay.
<u>Social:</u>	Difficulties resulting in school failure or under-achievement.
<u>Emotional/Behavioural:</u>	Conduct disorders.

However:

We are not isolated because we have to share:

The use of language/the ability

How does this affect us?

When teaching we must realise that we are dealing with individuals, as well as a group. Generally, we teach in such a way to meet the majority of the group but some will fall outside this range. Levels of interest and motivation will differ amongst the students. Individuals will experience and exhibit different problems as the lesson proceeds.

These individual differences give rise to special educational needs. The teacher must;

- Identify these needs
- Analyse needs
- Plan to meet them

This must be carried out in an honest and realistic manner and must take into account both present and future needs.

The diversity of needs exhibited by a student can be so vast that a definition in real terms is impossible.

The term “special educational needs” is thought to be reserved for more serious or multiple needs requiring more than the unsupported action of the class teacher. In some cases this may be true, but it is not always so.

### **Conclusions**

We must deal with the students first – their attitudes, perceptions, fears, reluctance.

In order to meet some of their needs we must try to:

Help them understand, make judgements, make decisions for themselves, help them to cope with emotions and upheavals in life.

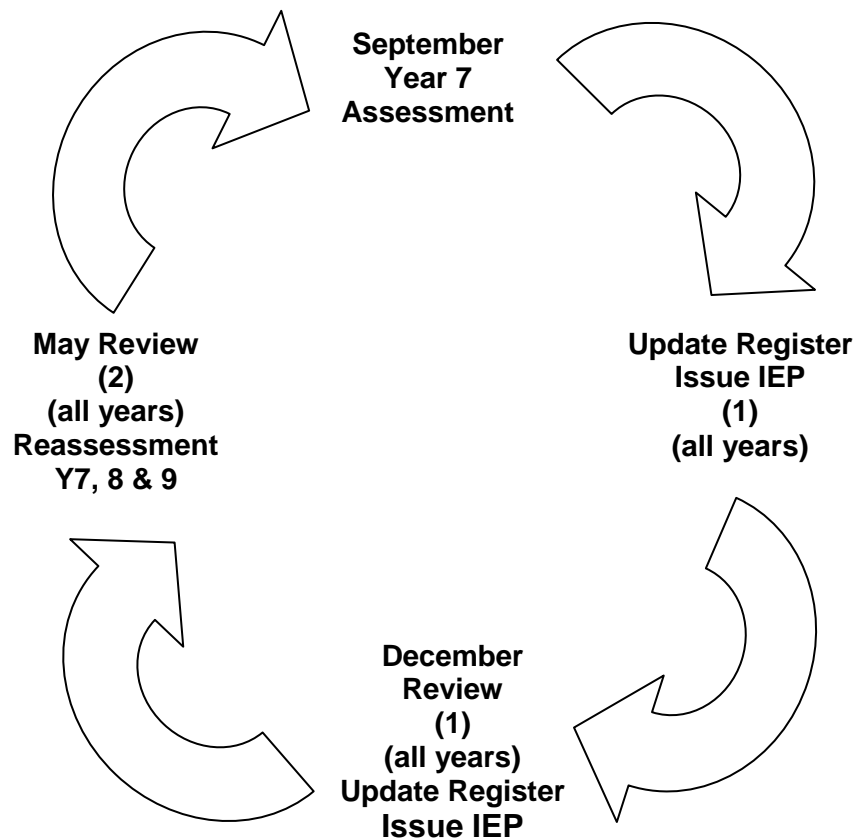
To do these things we must be prepared to direct our teaching towards the needs and development of each student.

### **Practicalities**

The school recognised the responsibilities of the following SEN.

The Governing Body	The Headteacher
The SEN Co-ordinator	The Curriculum Co-ordinator
Heads of Department/Year Leader	Curriculum Area/L.S Link Teacher
The Form Tutor	The Class Teacher

## Special needs Cycles



The range of functions for which the SEN Department are responsible are as follows:

Ann. Rev. of Statements

Assessment Programme

I.E.P's & Reviews

Learning Support Assistant  
timetables

New Admissions/Referrals (SEN)

Special needs Register

SENCO link meetings

SEN Handbook & Support  
strategies

Meeting the needs of all SEN Students  
in the correct educational setting.

SEN training for teaching/  
Support staff

**Form SEN 1**

**SEN Pupil Concern Sheet**

**Name of pupil:** ..... **Form:** .....

**Subject:** ..... **Teacher:** .....

**Date of Notification:** .....

Please give a brief outline of your reasons for concern:

Please indicate the strategies or steps you have taken to assist the pupil:

What do you think should be the main priority for this pupil?

**Please comment on reverse of this sheet**

**Thank you for your help.**