

**The Hayfield School Policy Statement: Special Needs – Less Able**  
**Reviewed: December 2005**

**RATIONALE AND PURPOSE:**

The school will provide accessibility and appropriate provision for pupils with Special Educational Needs and will thus:

- Collate a wide range of educational data in order to identify incoming students with Special Educational Needs.
- Follow guidelines as indicated in the SEN Code of Practice (2001)
- Ensure that all relevant staff are aware of pupils with SEN and their difficulties
- Use KS2 data to provide enhancement of literacy and/or numeracy skills to those pupils on Level 3.
- Maintain an up-to-date register of SN which highlight difficulties and if school action
- Ensure that appropriate provision is made for statemented students in accordance with the requirements of the statement.
- Provide a framework of support to enable each pupil to reach full potential academically, emotionally and socially.
- Provide information regularly updated on the Special Needs of students in the school and the strategies operating to fulfil that need.
- Ensure effective communication between the school, its feeder schools, the parents of Special Needs or Statemented students and external agencies as appropriate.
- Provide through the curriculum structure opportunities for setting where appropriate in order to facilitate the most effective teaching and learning strategies for Special Needs students.
- Monitor progress

The Learning Support Department has full departmental status and is responsible for much of the Special Needs teaching in the school. Nonetheless it relies heavily upon liaison with other departments in order to make Special Needs provision a whole school issue in which all teachers play a part in ensuring that Special Needs students achieve their potential.

**BROAD GUIDELINES:**

- All students are monitored on admission, information on their academic progress and potential is collated and Special Needs students identified and allocated appropriate support.
- The requirements of statements of Special Educational Needs are regarded as minimum provision.
- Special Needs Provision includes in-class support from Learning Support Assistant, and in-class support from Sixth Form students, membership of the Buddy Club and the Invitation PE club and an annual residential weekend for Special Needs students with the emphasis upon personal development and working with others.
- The Learning Support Department provides all staff with up to date information on all incoming Year 7 students and identifies those with Special Needs throughout the school.
- The Learning Support Department provide INSET as required to teaching staff/trainees.
- The Learning Support Department holds regular and frequent meetings with departmental representatives in order to ensure a whole school approach.

- A Special Needs Newsletter is issued to staff giving details of Statemented student reviews, special examination arrangements and details of personal and academic successes for Special Needs students.
- A Special Needs Database exists to collate information on all Statemented students and others with additional needs for management and departmental use.
- Students are monitored on a regular and frequent basis and are re-tested from time to time in order to assess progress.

*Other supporting documents available:*

- Learning Support Assistants (Nov 99)
  - Statemented Students (Nov 99)
  - Students with Sp. Needs booklet (June 99)
  - Dyslexia booklet (Sept 99)
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