

SPECIAL NEEDS, LEARNING SUPPORT POLICY

Admissions Policy:

The school admits pupils irrespective of their gender, race, disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other pupils. Also, in a situation where the School felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's special needs might inform the decision of whether or not to offer a place to a student.

Management:

The Learning Support teacher is responsible to the Co-Principals for overseeing the arrangements for pupils with special needs.

Identification and Assessment: The School aims to identify any pupil with special needs (not so identified on admission to the School) by:

- Subject teachers, Tutors and other pastoral-care staff being alert to evidence of the special needs of pupils and where appropriate, referring them for assessment to the Learning Support teacher, or where necessary, to relevant outside specialists or health professionals.

In the case of learning difficulties, assessment may be made by:

- The School's Learning Support teacher
- Independent Educational Psychologist

In the case of medical/health problems, assessment may be made by:

- By appropriate health professionals (e.g. Doctor, Occupational Therapist Speech Therapist, Physiotherapist etc.)

In the case of emotional/social difficulties, assessment may be made by:

- An Independent Educational Psychologist

Code of Practice: It is the duty of the Learning Support teacher, responsible to the Co-Principals, to have regard to the Code of Practice on Identification and Assessment of Special Educational Needs (1994).

Support for Special Needs Pupils

- It is the policy of the School to meet pupils' needs that cannot be met solely by subject teachers through 1:1 tutorials with the Learning Support teacher.
- Each student is assigned a tutor who provides pastoral care. Tutors meet with their tutees on a regular basis to talk with them and find out how they are. If a student's needs cannot be adequately met at this level, professional counselling is made available to the student.
- It is the policy of the school to disseminate appropriate information about and suggestions for the management of pupils' special needs to each subject teacher, to inform their dealings with each pupil.
- The School encourages teachers to differentiate approaches and a whole School policy towards the SEN pupils ensures that each teacher receives guidance as to good practice in relation to special needs pupils.