



Special Educational Needs



Be Happy . Be Ambitious . Make a difference

Parent/Carer Guide

All about Special Educational Needs



Some children find it much harder to learn than others of the same age. They may need extra help in school. These children are said to have special educational needs. About 1 in 5 children will need extra help at school at some time in their education. Some children have extra help all the time they are at school, while other children need help for only a short time.

Special educational needs and provision can be considered as falling under four broad areas.

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical.

These difficulties can cause barriers to the child's learning. The school will assess your child to identify their strengths, needs and any extra help they require.

The government has produced guidance to enable staff in early education settings and schools to provide the best possible help for children with Special Educational Needs. This guidance is known as "The Special Educational Needs Code of Practice for 0-25."

When a teacher thinks a child may have special educational needs they will look at how they can adapt their teaching and the work they ask the child to do. This is called differentiation.

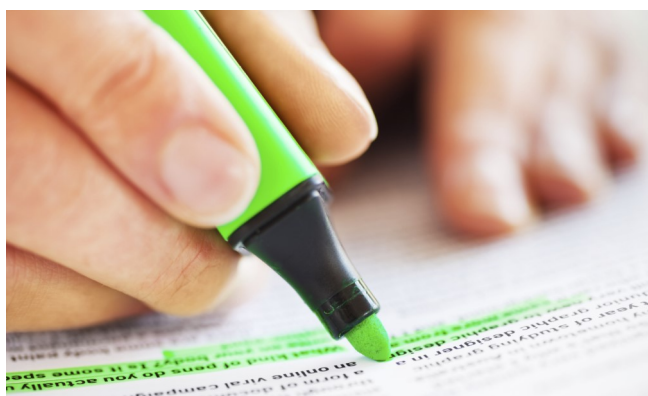
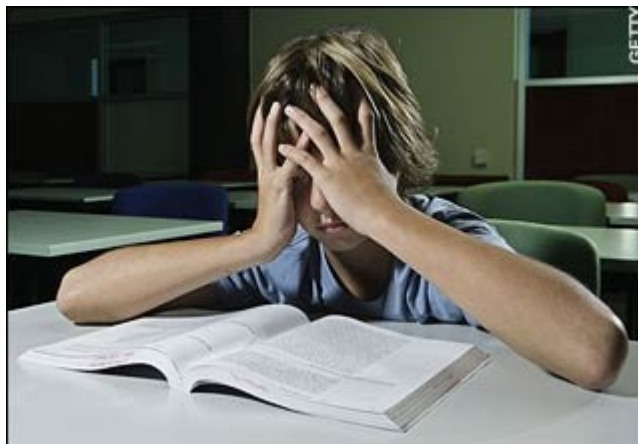
If a teacher thinks a child needs additional support in comparison to other children in class or something different, he/she will talk to the school's special educational needs coordinator (SENCO).



What is offered to your child

Key Stage Three

- Quality first teaching- differentiated teaching which includes a variety of teaching strategies and learning styles.
- A curriculum to match needs.
- Individual 1-1 tuition by a teaching assistant for students with very specific needs.
- Placement in small target groups with students with similar needs for one or two lessons per week, using specially prepared learning materials.
- Daily targeted support for literacy, numeracy and personal/social development.
- Specialist group support for students with specific learning difficulties associated with dyslexia.
- Placement in appropriate groups or sets for subject lessons where needed.
- Individuals and groups supported in class.
- Targeted interventions organised by curriculum areas.
- Use of appropriate ICT equipment and programmes.
- Adapted teaching styles and materials.
- Access to appropriate resources for learning.
- Support from a teaching assistant in order to ensure health and safety where appropriate.
- Key Worker support at designated times for extra specified support and mentoring.
- Varied activities and supported homework club at lunch times.
- 1:1/ group mentoring sessions.



What is offered to your child

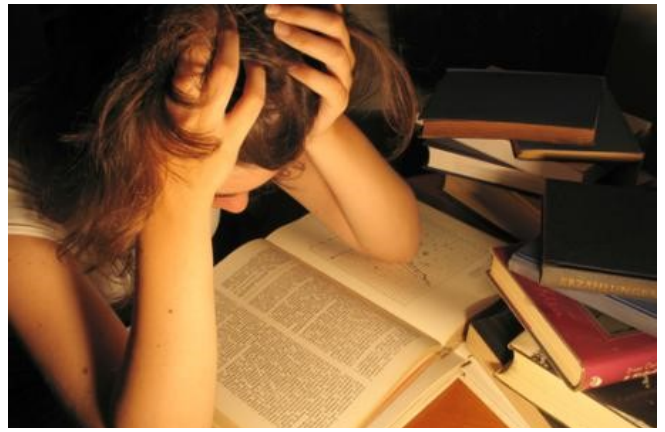


Key Stage Four

- Quality first teaching- differentiated teaching which includes a variety of teaching strategies and learning styles.
- A curriculum to match needs.
- Specialist group support for students with specific learning difficulties associated with dyslexia.
- Placement in appropriate groups or sets for subject lessons where needed.
- Individuals and groups supported in class.
- Targeted interventions organised by curriculum areas.
- Use of appropriate ICT equipment and programmes.
- Adapted teaching styles and materials.
- Access to appropriate resources for learning.
- Support from a teaching assistant in order to ensure health and safety where appropriate.
- Keyworker support at designated times for extra specified support and mentoring.
- Varied activities and supported homework club at lunch times.
- Managing stress and revision programme.
- Princes Trust Life skills programme.
- Additional Literacy support.
- 1:1/ group mentoring sessions.
- Alternative education off site providers.



What is offered to your child



Key Stage Five

- Quality first teaching- differentiated teaching which includes a variety of teaching strategies and learning styles.
- A curriculum to match needs.
- 1:1/group mentoring sessions.
- Targeted interventions organised by curriculum areas.
- Use of appropriate ICT equipment and programmes.
- Adapted teaching styles and materials.
- Access to appropriate resources for learning.
- Support in order to ensure health and safety where appropriate.
- Keyworker support at designated times for extra specified support and mentoring.
- Study support.
- Access Arrangements for examinations.
- Enrichment opportunities to meet the needs of all students.



The School SEN Policy

At The City of Leicester College we aim to:

- Make sure that the arrangements made for students with special educational needs are in line with the requirements of the Special Educational Needs and Disability Act and Equality Act 2010.
- Support our SEND students to make progress in all aspects of their education from whatever their starting point in order to achieve the best possible outcomes and prepare them for their future life.
- Make sure that students with special educational needs are able to take part in all the activities of the school including those that take place out of hours.
- Make sure that our students are involved in decisions made about themselves and their education.
- Make sure we involve or parents in reviews and keep them informed about their children's progress and opportunities available to them.

The school SEN policy is reviewed annually and revised in discussion with parents/carers, pupils, staff and governors.

You can get a copy of the school SEN Policy from the school website: www.cityleicester.leicester.sch.uk.

Outcomes for pupils

The extra help the school offers will enable the child to:

- Reach his/her full potential.
- Achieve his/her personal best.
- Make progress.
- Feel valued and included.
- Enjoy school.



Working in partnership with parents

We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through annual reports, parent's evenings and provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority SENDIAS Team where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

For further information contact:

Nicola Coton (SENCO)

Email : NCoton@cityleicester.leciester.sch.uk



Other sources of information and help:

Publications

Special Educational Needs (SEN) – A guide for parents and carers

Published 15 August 2014

Last updated 26 March 2015

Special Educational Needs Code of Practice

Both are available from:

www.direct.gov.uk



OUR MISSION STATEMENT

We promise to do whatever it takes to ensure that every student at The City of Leicester College realises their full potential. Every member of staff is determined to ensure that students leave with the ability to make a positive difference to their community and the wider world.

We set the highest expectations and support every student in reaching them. We remain focused, enjoy challenges and revel in the diverse environment in which we work. We are ambitious, honest and believe that hard work leads to success.