



LAWRENCE SHERIFF SCHOOL RUGBY

SPECIAL EDUCATIONAL NEEDS POLICY

Special Educational Needs at Lawrence Sheriff School recognises that every member of the school community is special and has individual learning needs. SEN policies and practices are based on the needs of the student, national legislation, and LEA guidance.

Special Educational Needs Code of Practice.

Stages in the process of identifying and meeting special educational needs.

1. A student who is perceived by any member of staff to have some educational difficulty is reported to the SENCO who will then investigate. The initial responsibility of care lies with subject teachers and form tutors unless the student is identified as being in need of progression to the second stage (old stage one-now no longer in the official code of practice but a necessary starting point)
2. School Action
This is primarily school based with support from the SENCO to form teachers and subject staff. Although most support will come from the school's resources, outside advice from relevant bodies may be sought.
3. School Action Plus
The school still plays a major role, but with the aid of outside assistance and advice as appropriate. A wide variety of sources may be consulted such as LABSS, DISCS, the Educational Psychology Service, Occupational Therapy, and other medical services.
4. Statements.
It is very rare to have a student with a statement at Lawrence Sheriff School. In the event of such a need the school will work with the LEA to follow the appropriate legal requirement and LEA recommendations.

The role of the SENCO

The SENCO works within the school and with outside agencies, and is responsible for overseeing the administration of SEN provision and supporting staff to meet student needs. Certain constraints of time, finances, and the general ethos of a selective school may require the SENCO to prioritise what is possible in reality whilst working towards the ideal.

In School Provision.

The aim of the SENCO and support staff is to support pupils and to enable subject specialists to teach their subject to all pupils.

School staff, use a wide variety of strategies to support pupils in the widest sense.

We offer updates and training and provide guidelines on issues such as handwriting, spelling and literacy.

We run a 1:1 counselling service for pupils.

We individually support pupils as necessary for specific reasons, on agreed programmes.

We make Special Arrangements to support pupils in examinations.

We attend meetings inside and outside school as necessary

We work with outside agencies and the LEA.

We write IEPs

Links with LABSS

LABSS: The school subscribes to the Learning and Behaviour Support Service (LABSS) which is an independent business unit within Warwickshire LEA. They offer a support service which works in the school with those pupils who are identified as having special educational needs of a learning or behavioural nature, and who require additional specialist advice and guidance (school action plus).

When a pupil has been identified as experiencing general learning difficulties; specific learning difficulties or emotional, social or behavioural difficulties (ESBD), LABSS will work with those pupils on an individual basis.

Policy for the education of the “more-able” pupils in Lawrence Sheriff School

Nationally the more-able are defined as the top 5% of 10% in any subject and this may be about 40% of all students. It is likely that most of the students at Lawrence Sheriff would fall into this category i.e. gifted and talented students.

Gifted - the academically most able

Talented - their expertise lies in areas outside the National Curriculum e.g. Drama, Music

Out teaching provision should include opportunities for these students to enrich, extend and where appropriate to accelerate their learning experience.

Aware that our students are more-able then it is the intention of the school to provide an adequate curriculum and support to enable each student to reach his full potential.

In addition

- The school aims to provide opportunities, where appropriate, for strategies to be developed for some G.C.S.E.s to be taken early.
- The school will examine individual curriculum provision where G.C.S.E. success has been reached, possibly using provision outside the school.
- The school homework policy includes the setting of some open ended tasks.-
- Departmental policy utilizes its marking and assessment policies to track the progress of each individual student.

- The co-ordinator for the more-able will offer a range of enrichment activities to supplement the curriculum, both within curriculum time and outside it.

Within the school there are 5% - 10% of students whom we recognize as especially able. Whilst these students will benefit from all of the above the school will help them to reach their maximum potential by

- Keeping them highly motivated by setting appropriate challenges which extend their intellectual/physical skills.
- Providing opportunities to work with others of comparable ability and similar interests in and out of school.
- Encouraging them to a depth of treatment of subject matter in their studies.
- Giving them the opportunity to work at their own pace.
- Helping them to cope with failure in a supportive environment.

Some especially able pupils are obvious but others may be less easy to recognize – possible lack of motivation or response to peer pressure. Possible means of identification are

1. Information from outside school.
 - Parents
 - Previous school
 - Specialists e.g. Education Psychologist
 - Competitions
2. Information from within school.
 - Teachers knowledge based on
 - [1] observation
 - [2] internal tests
 - [3] written work
 - [4] oral work
 - [5] extracurricular activities
 - Pupils performance in
 - [1] public examinations
 - [2] standardized tests
 - Pupils self identification
 - Pupil's identification by other pupils