



## Policy for

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### SPECIAL EDUCATIONAL NEEDS

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## Responsibility

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**Head of Inclusion, Deputy Head of Inclusion, Learning Support Staff**

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## Aims

1. To ensure that all pupils receive a broad, balanced curriculum differentiated to meet their learning needs
2. To create an environment which values all pupils and enhances their self-esteem.
3. To raise the expectations of all pupils and staff encouraging a continuing improvement in standards and recognizing how pupils' achievements can be affected by those expectations.
4. To provide support for all staff in delivering the curriculum, as they work to meet individual pupil needs, in particular those with identified difficulties that are a barrier to learning.
5. To provide clear procedures for the identification, assessment and monitoring of pupils with learning needs.
6. To ensure a system is established for monitoring and evaluating all forms of Learning Support provision in the college.
7. To encourage active parental involvement in partnership with the college.

## Objectives

1. That all pupils, in particular, those with learning emotional and social, and behavioural and other needs gain access to the curriculum.
2. That those pupils who may qualify for Access Arrangements are effectively identified and assessed.
3. That Learning Support staff and Subject staff work in the classroom in a collaborative teaching and supporting style.
4. That Learning Support staff working in Departments, across Departments and/or in specific subject areas plan and modify the curriculum where appropriate and work in developing differentiated materials.
5. That Learning Support staff highlight the specific needs of their targeted students for the subject member of staff and a subject teacher.
6. That Learning Support/Special Educational Needs staff effectively track targeted individual pupils' academic progress across their academic and personal profile to ensure progress and targets are met.

# Ernest Bevin College

## Guidelines

1. The Principal is responsible for the overall management of Learning Support, including Special Educational Needs within the college.
2. Every teacher has responsibility for the progress of all pupils in their classes, including pupils with Special Educational Needs.
3. The college and Learning Support staff in particular will identify learning targets for individual pupils with Special Educational Needs.
4. Learning Support staff in collaboration with the subject teacher will plan provision that is additional to and or different from the differentiated curriculum offered to all pupils.
5. The Learning Support Department will work together with targeted pupils to review provision in the light of individual pupil outcomes.

