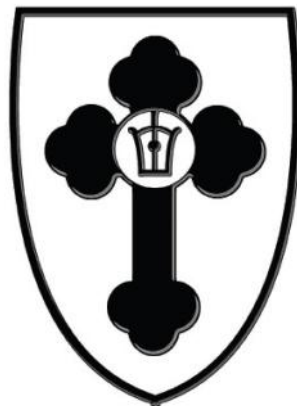


**SPECIAL EDUCATIONAL
NEEDS**

**WILLIAM BROOKES
SCHOOL**



SEN

**Parents' SEN Guide
2009 - 2010**



GUIDING PRINCIPLES

The Learning Support Department aims to support the needs of all students so that they may reach their potential.

- The views of the student and parents should be sought and taken into account when planning how to meet needs.
- All teachers have a responsibility for the Special Educational Needs of the children they teach.
- Students with Special Educational Needs should be fully integrated into the life of the school.
- All students should have the opportunity to study a broad and balanced curriculum.
- The help a student receives to reach their potential is matched to their needs.

PROVISION

The school has the following:

A team of a SENCE specialist teacher and 14 teaching assistants led by the Special Needs Coordinator.

A resource base with space for small group work or one-to-one work.

Computerised records for students who have Special Educational Needs which allows all staff to see exactly what those needs are and how to cater for them. It also allows staff, students and parents to monitor progress.

Admission arrangements for students with Special Educational Needs are the same as for any other student.

PRACTICE

To meet the needs of individual students we will follow a graduated response as outlined in the DFES Code of Practice 2001. We will have a range of strategies to use when meeting the needs of individual students. These may include:

- Promoting self-esteem and confidence.
- 1:1 help for a short time each week to work on specific skills. This could be with literacy, numeracy or behaviour specialists.
- Teaching Assistant providing extra help in the classroom.
- 2 members of staff working in 1 class.
- An Individual Education Plan.
- Help in tests and exams.
- A Statement.
- Help to take medicine.



TERMS USED:

‘School Action’: This means that a student has been assessed as having some Special Educational Needs. We are able to meet those needs by using the resources available within school, (eg our specialist dyslexia teachers or learning support teaching assistants).

‘School Action Plus’: This means that we need extra help from services outside our school to give advice (eg the Sensory Inclusion Service or Child & Family Services).

‘Statement’: This is a legal document setting out the child’s needs in detail. Schools and LEAs are obliged to follow the guidelines set out in a statement.

‘Individual Education Plan’ (IEP): This is a document on the school’s computer network. It sets out each student’s needs clearly for staff and records any special needs which are ‘additional and different’ to the usual curriculum.

If you have any queries please contact your local Shropshire Parent Partnership Scheme which is located at: Meeting Point House, Southwater Square Telford, TF3 4HS Tel: 01952 211434

Strategies may also include:

- Withdrawal from class to work in a small group in subjects where more help is necessary.
- Differentiated courses in Years 10 and 11.
- Support for special talents and abilities.
- Keyboard skills.
- The use of technology such as dictaphones and keyboards.

SEN

