



COMBE PAFFORD SCHOOL

Special Educational Needs Policy

Rationale

To inform parents, teachers and other professionals how the school organizes and delivers the curriculum to youngsters who have special educational needs.

Purpose

To set out guidelines which take into account entitlement, learning and context. To describe how pupils have access throughout their school careers to the full range of high quality education and support including the National Curriculum.

Guidelines

- All pupils are referred to school through the Torbay LA Admissions panel. They enter school with a Statement of Special Educational Needs. This is amended on entry.
- Pupils are educated within year groups in Key Stages 3 & 4, but are clustered into 'best fits' in KS2 and the Autistic Department owing to smaller numbers.
- All pupils are taught the full range of the curriculum at the level appropriate to them.
- Annual Reviews take place each year, mainly in the Spring Term, or at any time in the year if the school has concerns. Parents are invited and very much encouraged to be a part of the process. Professionals from Children's Services are also invited should they have an involvement with the child.
- Towards the end of the Summer Term each pupil receives a school report. Parents are again invited to a meeting to discuss it.
- At both the Review and Report meetings, targets are reviewed and set with the pupil and parents.
- Further specialist support such as Speech Therapy, Physiotherapy, Visual and Hearing Impairment support are provided when necessary.
- Each pupil has at least one class tutor who has a pastoral responsibility to their class and is the first link with the parents.
- Every pupil is expected to conform to the school's Behaviour Policy. Pupils who need help to improve behaviour are given every help and support to improve.
- All pupils follow accredited courses in KS4 with the significant majority entered for formal examinations.
- The placement of pupils at Combe Pafford School is regularly considered particularly through the Annual Review system. If it is thought that a more appropriate school would be beneficial, both parents and the educational psychologist are involved at the initial stage. The school has a procedure for reintegrating youngsters back into mainstream schools.

Strategies

- Class sizes average 11 but are significantly lower in the Autistic Department.
- Each pupil has their own targets which are readily accessible in the Homework Diaries. Responsibility for achieving the targets is shared between tutor, pupil and parent.
- KS2 and Yr 7 children spend the majority of their time with their class teacher and classroom assistants. They are taught some subjects by specialist teachers in

specialist rooms.

- Middle School (Yrs 7 & 8) and Upper School (Yrs 9, 10 & 11) pupils are taught almost wholly by specialist subject teachers and in English and Maths are set in ability groups.
- Classroom Assistants support learning in a significant majority of lessons. Some specialize in a particular field and offer support only in that subject.
- Pupils needing extra help are identified through the objectives on their statements or by termly assessment records. We have created intervention teams for this purpose and pupils are supported both in class, in groups or individually.
- In KS4 pupils are encouraged to work for examinations in all subjects that they opt to take at the start of Yr 10.
- Vocational Studies form an important element of the KS4 curriculum. Pupils are supported to make the right choices post -16 through an innovative Careers Programme and advice from our own Careers Adviser.
- Yr 11 pupils all have a Leavers Conference in the December/January of their last year to help them prepare for the transition.