



Leighton Park School



Policy for the educational and welfare provision for pupils with statements and pupils for whom English is a secondary language

Pupils with statements of special educational need

The admissions procedure for pupils with statements of special educational need, and indeed for pupils with learning difficulties generally, is the same as for all pupils. The Special Educational Needs Co-ordinator may be consulted by the head for an opinion on a pupil's suitability for possible admission if there is any indication that they have learning difficulties or if they have a statement. Parents are asked for an Educational Psychologist's report and reports from specialist teachers who have been involved with support for the pupil at their present school. They are also asked to provide a copy of the most recent statement of special need. Extra time, or other allowances, may be given to these pupils for some of the entrance exams, as appropriate or as required by the statement.

The LEA is responsible for deciding whether to make a statement or not and the decision has to be made within two weeks of completing the statutory assessment. The LEA is then responsible for arranging the provision which is specified in the statement to be in a cost-effective manner, but must be consistent with the child's assessment needs.

The efficient use of resources has to be taken into account once the parents have had an opportunity to express a preference. The parents have to be kept informed at all times. The parents have to be told how to appeal if they wish to, and to have their rights explained.

The statement must follow the format set out by the Regulations. The objectives must be clearly written and the placement stated along with the non-educational needs and also the non-educational provision.

The appropriate facilities and equipment also have to be included, along with staffing arrangements and any modifications to the application of the National Curriculum. If residential accommodation is appropriate it must be stated.

All the advice obtained for the assessment must be attached as appendices to the statement.

The school will make an informed decision, based on all the information and advice available, regarding the offer of a place to a pupil with a statement, taking into account the degree to which it can reasonably meet the requirements of the statement.

Annual Review: The LEA writes to the Head no less than two weeks before the start of each term in which the review takes place. The Head initiates the review process and circulates all those to be invited to the meeting at least two weeks before the date of the meeting. The Head or a suitable person (e.g. SENCO) chairs the meeting which considers if the statement is still appropriate, needs any amendments, or whether the statement should continue to be maintained.

Provision for pupils. The Special Educational Needs Co-ordinator is the Head of the Individual Learning Centre, supported by **one full-time member of staff who is a Maths specialist and three part-time staff**. The Centre is situated in the heart of the school, adjacent to the Library and the ICT Suite. Pupils receive additional specialist tuition, depending on particular need. Teaching may be delivered individually or in a small group. A learning support assistant for visually impaired pupils adapts work, and staff receive additional training for such pupils.

Outside agencies. The Individual Learning Centre is in contact with the Special Educational Needs manager and an Educational Psychologist from the LEAs for Reading and for Oxfordshire. Yearly contact with LEAs will occur for the annual reviews of pupils with statements.

Pupils with English as a secondary language

Details of special arrangements for applications by pupils with English as a secondary language are contained in the admissions policy. Such pupils, on admission to the school, have all opportunities open to them that are open to other pupils, with in addition the provision of specialist ESL tuition on an individual or a group basis.

ESL tuition is provided in a discrete department within the school, staffed by a full-time specialist teacher supported by at least one or two part-time members of staff. The department aims to develop pupils' ability to use English effectively for the purposes of academic study and practical communication within the school and the wider world, by providing language support to enable each pupil to realise his or her potential.

A programme of study is provided with the flexibility to respond to specific requests for support from other teachers, tutors, pupils, parents or guardians, in an atmosphere of openness and care for the individual. Pupils are entered as appropriate for one or more of a range of ESL qualifications during their time at the school and in preparation for entry to university.

A variety of strategies is employed to enable all pupils to participate actively in lessons, and to encourage independent study as well as the ability to work as part of a team. Study skills such as the use of dictionaries, research materials, etc are developed, as is the careful organisation of work. Cultural influences brought by international pupils are welcomed as part of the community of the school. At least once a year, a visit to another part of the UK is organised by the Department specifically for ESL pupils, in order to broaden their understanding of the country and their experience of life in it.

The school aims to enable each pupil with English as an additional language to feel fully part of the community, able to communicate and to seek advice at any time, and welcomed in the spirit of equality that supports relationships across the school.

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