

## **ROYAL ALEXANDRA AND ALBERT SCHOOL**

### **Special Education Needs Policy and Procedures**

#### **Statement of Practice approved by the Pupil Matters Academic Committee** **17 October 2006**

Royal Alexandra and Albert school is a comprehensive school, which accepts students across the ability range. The school is committed to ensuring that all students have access to all aspects of the broad and balanced curriculum. The Special Educational Needs Co-ordinator is Mrs Hartigan.

It is recognised that, within the school population, there may be students who have physical, psychological or emotional special needs or may have learning difficulties or be especially gifted relative to other students in the school and for whom special measures will be needed. The school seeks to work with the students and their parents / guardians to ensure an appropriate response.

A student has special educational needs where he or she has significantly greater learning difficulties or significantly greater ability compared with students of the same age in the school, or where he or she has a disability (temporary or permanent) which prevents or hinders full access to the educational facilities provided by the school.

Identification of a particular learning need or disability may result from information provided by a parent / guardian or be contained within transfer records provided by previous schools. In school, subject teachers may identify a learning difficulty or other special need in their subject. Heads of House, Key Stage Co-ordinators and Assistant Key Stage Co-ordinators may recognise a pattern of learning difficulties or other special educational need as a result of contact with the student and all of his or her subject teachers. The regular pattern of assessments, examinations and reporting will also provide evidence of learning difficulty or other special needs.

Where a potential learning difficulty or other special educational need is identified, an assessment of special educational need will take place. Initial assessment in the school will be co-ordinated by the Special Educational Needs Co-ordinator and will involve Heads of House, Key Stage Co-ordinators, Assistant Key Stage Co-ordinators and Subject teachers. If required, there will be assessment by representatives of relevant outside agencies to gauge the nature and magnitude of the special education need.

When the nature of the learning difficulty or other special education need has been ascertained, an appropriate response will be planned and implemented in the form of an Individual Education Plan (IEP). The appropriate response will involve members of the teaching staff and may draw upon the expertise of representatives of relevant outside agencies. Parents / guardians and the students will be informed of, and involved in, the planned response.

Where a special educational need is identified, the Special Educational Needs Co-ordinator is responsible for the planning, implementation, monitoring and evaluation of the appropriate response. All responses to a special educational need will be for a specific period and will be reviewed at the end of that period, and at least annually.

## **Special Educational Needs**

A small number of students are recognised as having some degree of special educational need relative to their peers in this school. Where a student is identified as having a relative special educational need by members of staff, parents / guardians, previous schools or outside agencies the Special Educational Needs Co-ordinator (SENCO) works with the Head of House, Head of Year or Key Stage Co-ordinator, Assistant Key Stage Co-ordinators, Heads of Departments and classroom teachers to verify the extent of the relative need and identify the nature of the support necessary.

In line with the school's SEN Policy, classroom teachers are provided with appropriate information and guidance about the relative special educational needs of students in the form of an IEP. The progress of students with relative special educational needs is monitored by the Heads of House, Head of Year, Key Stage Co-ordinators, Assistant Key Stage Co-ordinators and the SENCO. Parents / guardians are kept fully informed of the student's progress.

A number of teaching assistants are employed to support students with special educational needs. The Special Educational Needs Co-ordinator (SENCO) has responsibility for managing the work of the teaching assistants. The SENCO identifies those students who would benefit from additional support in lessons and directs the teaching assistants accordingly. The teaching assistants work closely with the student's subject teacher in order to support the student in lessons.

The teachers of students with hearing or visual impairment are provided with appropriate guidance, and progress is monitored by the Heads of House, Head of Year, Key Stage Co-ordinators, Assistant Key Stage Co-ordinators and SENCO .

Additional time is provided for students in internal and external examinations where this is appropriate.

## **Responses to Temporary Disability**

Where students sustain injuries which prevent their movement around the school site the following arrangements are made:

- Room changes are arranged where possible to ensure that the students' lessons are held in accessible rooms on the ground floor.
- In the few lessons where this is not possible appropriate activities are provided elsewhere.
- Students are allowed to leave lessons early to allow them to avoid congestion at the start and ends of lessons.
- Other, identified, students are delegated to help the injured students access around the site.
- Special arrangements are made as necessary for assembly registration, breaks and lunchtimes.
- Members of staff are notified of the changes to the normal routine.

## **Permanent Disability**

We currently have no pupils on roll with a permanent physical disability.

## **Details of existing facilities to assist access to school by students with disabilities**

### **Access to the School Buildings**

The main entrance to the school has a slope to enable disabled access. A handrail has recently been installed on the steps leading to the Dining hall and a hoist has been installed in the swimming pool.

The new Primary classrooms have been built with ramp access from the playground.

### **Unisex Disabled Toilet**

Male and female disabled toilets are available on the ground floor of the Sports Hall immediately adjacent to the main school building.

A fully equipped unisex disabled toilet is installed on the ground floor of Gatton Hall.

The facility to create a disabled toilet has also been constructed within one/two secondary boarding houses.

### **Footpaths**

The height of kerbs adjacent to the footpath leading around the site has been reduced in places to enable wheelchair access.

### **Portable Ramps**

A portable ramp is available to allow access to rooms on the ground floor of Gatton Hall

**The Accessibility Plan** covers the need for increasing the access to the school by students with disabilities, particularly as the majority of the classrooms including all Science laboratories are currently on the first or second floor.