

## SEN Team

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Saint Aidan's Church of England  
High School

## Special Needs Department



## A Guide for Parents/Carers

This guide is to help parents/carers understand what special educational needs are and how we can work together to overcome the barriers to learning faced by students.

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## Useful websites

**www.addiss.co.uk**—ADDISS provides people-friendly information and resources about Attention Deficit Hyperactive Disorder to anyone who needs assistance; parents, sufferers, teachers or health professionals

**www.bdadyslexia.org.uk**—The BDA is the voice of dyslexic people. Their vision is that of a dyslexia-friendly society that enables dyslexic people to reach their potential.

**www.Lancashire.gov.uk/PPS**—Lancashire Parent Partnership

**www.dyslexiaaction.org.uk**—This organisation promotes awareness and understanding of dyslexia and raises funds to support children and adults who have dyslexia or have literacy difficulties.

**www.dyspraxiafoundation.org.uk**—This UK charity exists to help people understand and cope with dyspraxia

**www.nas.org.uk**—The National Autistic Society includes information about autism and Asperger syndrome and the support and services available in the UK.

**www.nasen.org.uk**—The National Association of Special Educational Needs (NASEN) is the leading organisation in the UK which aims to promote the education and development of those with special educational needs.

## Glossary of useful terms

- **ASD** Autistic Spectrum Disorder
- **BESD** Behavioural, emotional and social difficulties
- **CAMHS** Community & Adolescent Mental Health Service
- **DfE** Department for Education
- **DDA** Disability Discrimination Act
- **EP** Education Psychologist
- **EPS** Educational Psychology Service
- **HI** Hearing Impairment
- **IDSS** Inclusion, Disability support Services
- **IT** Information Technology
- **LAL** Language & Literacy Centre
- **ACERS** Alternative and Complementary Education and Residential Service
- **MLD** Moderate Learning Difficulties
- **OfSTED** Office for Standards in Education (UK)
- **PMLD** Profound and Multiple Learning Difficulties
- **PRU** Pupil Referral Unit
- **PSHE** Personal, Social and Health Education
- **PSP** Pastoral Support Programme
- **PLP** Personal Learning Plan
- **SEN** Special Educational Needs
- **SENCO** Special Educational Needs Coordinator
- **SLD** Severe Learning Difficulties
- **TA** Teaching Assistant
- **VI** Visual Impairment

## What does "Special Educational Needs" mean?

The term 'special educational needs' has a legal definition. Children with **special educational needs** have learning difficulties or disabilities or both that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

*"A student has special educational needs if he or she has learning needs that require additional educational provision to be made."*

A student has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of students of the same age.
- has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools within the LEA.



## Saint Aidan's SEN Policy

We believe that all our students have a right to learn regardless of needs and have the same entitlement as their peers.

The school's SEND policy is designed to support the provisions of the National Curriculum to all our students and offers positive approaches to meet their different needs.

It is the responsibility of all the teaching staff to help identify any student who may have learning difficulties. They will also take every step to ensure all students can fully access the curriculum at a level suitable to ability.

We actively encourage all our students to enjoy and participate fully in school life. We aim to prepare them to enter the adult world secure in their own worth and with respect for and understanding of others.

The full school SEND policy is on the school website. Copies can be requested by contacting the SENDCo, Kate Bray.



## Organisation



### Tips to help your child

1. Take to school every day:
  - Tablet Device
  - Reading book
  - Pen, pencil, ruler, eraser, calculator, pencil sharpener, coloured pencils, protractor, compasses
2. At home have a large copy of your child's timetable
  - Displayed in a prominent place e.g in the kitchen
  - Illustrated with pictures of things needed for each day
3. Encourage your child to pack his or her bag the night before with everything they need for the next day
  - Encourage independence but help where necessary
4. At home, keep all school books and equipment in the same place

## Homework



- ✓ Your child should attempt each piece of homework on the evening of the day it is given
- ✓ You may like to read through the homework tasks with your child in order to help them with planning an order of work
- ✓ Help with homework is available in the Achievement Room every lunchtime

## Extra Support

### Mentors

Some students are given a mentor. This is an older student who understands the needs of their mentee and is prepared to offer help and support whenever needed. They may help with work or just offer a listening ear.

### "Learning Plus" Homework Club

This is held in Hill View Monday to Thursday from 3pm to 4.30pm and Friday 3pm until 4pm. A member of staff will be available to offer help and support whilst attending this provision.

### Reading Support

Some students who have difficulty reading will be asked to attend Registration Reading once a week.

During this time they will read aloud to a member of staff who will focus on their understanding at word and sentence level.

It is important that students who are reluctant or struggling readers are encouraged to read at home every day, including reading aloud to a family member.

### Literacy Intervention

Students who are finding it difficult to keep up with the rest of the class may be invited to join a Literacy Intervention Group. This may involve coming out of specific lessons or registration to follow a clear programme of study that targets the needs of those included. Students may be taught individually or in a small groups.

## Aims of the SEN Department

- To ensure the identification of all students requiring SEND provision as early as possible
- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure that SEN Dstudents have the opportunity to participate in all school activities with reasonable adjustment
- To provide personalised learning plans where appropriate to support and enhance the learning of our SEND students
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment
- To ensure that all SEND students and parents/carers, where possible, are involved in decisions affecting their future SEND provisions

## Liaison with Primary Schools

During the Summer Term before your child's transfer to Saint Aidan's, the SENDCO visits every primary school to meet all our new students and talk to them about high school. The SENDCO also talks to the Year 6 teachers to discuss the needs of all the children on the Special Needs Register. This information will be given to staff at Saint Aidan's so they are fully informed of the needs of every new student.

## The Special Needs Register

Saint Aidan's has a register of all students who have additional learning needs. This is a list of students who have greater difficulties in learning than the majority of peers.

Staff are all informed of the register so they are aware of students who need additional support in lessons and work can be differentiated as necessary.

This register is reviewed regularly by the SEND team. Students may make progress that means they do not require additional help so they can be removed from the register.

It may be that as the term progresses staff identify students who are having difficulty and recommend they receive extra support. They are then added to the register to ensure extra provision is made available to them.

## Extra curricular activities

### Buddy Reading



Buddy Reading is a scheme we offer at school which is for students who need extra support with their literacy skills. It helps improve reading ability, developing self-confidence. Held at lunchtime for just twenty minutes, students attend once a week and are paired with a senior student who will help and

guide them with reading their reading.

### Chill Zone

The Achievement Room is available to "chill out" at break and lunchtime. Students can come along to chat to others, ask for homework advice, play board games or just enjoy a calm atmosphere rather than going outside.

### Oasis



Oasis is held in the Achievement Room to provide a quiet respite area for vulnerable students from all years. It offers a range of games and puzzles to activate the mind through logical and illogical thinking. Students tackle problems individually, in pairs or groups. The opportunity to develop conversational skills and confidence is integral to this club's rationale. Activities range from crossing a river with limited supplies to jigsaws to building structures.

### Parachute Club

Promotes friendship, fun and social skills. Year 11 students are actively involved in assisting younger students. Open to all students from Years 7 - 11 but focused specifically at SEN. Activities range from Parachute games outside to board games, creating clothes made from newspapers to learning sign language.



## Reviews

Some students will have their needs formally reviewed once a year.

This annual review means that the parents, the student, the school, the local authority and other professionals involved meet to consider the progress made over the previous twelve months.

At this meeting decisions are made as to whether any amendments need to be made to the student's education plan. New targets may be agreed and set for the following year.

## Sharing Information with Staff

Our school system, Synergy, is used to share information about specific strategies and targets for students with SEND. All staff will be able to view information about students' needs and what works well for them and will use this to inform their teaching.

If you have information, such as from a medical professional or specialist, that has suggestions of strategies, we will update Synergy as soon as possible after this information is received.

Synergy also allows us to easily share important documents such as Education, Health and Care Plans with staff.



## How can I help my child?



***YOU have a vital role in supporting your child's education.***

Below are some suggestions to help you support your son/daughter with their learning:

- Talk about what he/she has done each day at school. If your child seems reluctant to talk, do persevere! It really is so important you know what happens at school so you can support them in their learning.
- Look at Synergy daily; ask to see completed home work; talk about what they have done.
- Look at their exercise books on a regular basis.
- Listen to them read! Yes, even when they are at high school spending time together reading and talking about what they have read is so important.
- Provide a quiet place to do homework; **not** in front of the television or computer game!
- Spend time together; watch television then talk about what you have watched.
- Share your own day with your son/daughter.
- Ensure your son/daughter goes to bed at a sensible time.
- At bedtime, read together or simply chat about the day.
- Do not let them watch television in bed; it really does not help them to get to sleep quicker; research proves it acts as a stimulant rather than encouraging sleep! In contrast reading works!
- Contact school immediately with any worries - do not let them grow into major concerns.
- Give lots of praise and encouragement; it is hard work at secondary school with a learning difficulty!

***Be a part of your child's learning!***