

NEW COLLEGE LEICESTER



Special Educational Needs

‘Meet The Need They Will Succeed ‘



Respect . Resilience . Resourcefulness . Responsibility

Parent/Carer Guide



All about Special Educational Needs



Some children find it much harder to learn than others of the same age so they may need extra help in school. About 1 in 5 children will need extra help at school at some time in their education — some children have extra help all the time they are at school, while other children need help for only a short time.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical

These difficulties can cause barriers to the child's learning. The school will assess your child to identify their strengths, needs and any extra help they require.

The government has produced guidance to enable staff in schools to provide the best possible help for children with Special Educational Needs. This guidance is known as "The Special Educational Needs Code of Practice for 0-25."

When a teacher thinks a child may have special educational needs they will look at how they can adapt their teaching and the work they ask the child to do. This is called scaffolding.

If a teacher thinks a child needs additional support in comparison to other children in class, he/she will talk to the school's special educational needs and disabilities coordinator (SENDCo).

The Acting SENDCo at New College Leicester is Miss Dina Mayes and Mrs Karen Simpson is the Director of Learning responsible for Inclusion.



What could be offered



Key Stage Three

- Quality first teaching: scaffolded teaching which includes a variety of teaching strategies to enhance progress.
- Ensure that all our young people are fully challenged and engaged through our offer of a rich and inspiring curriculum which enables each individual to explore their potential, build on their strengths and discover their passion.
- Individual 1:1 tuition by a teaching assistant for students with very specific needs.
- Targeted support for literacy, numeracy and personal/social development as required.
- Specialist support for students with specific learning difficulties such as Autistic Spectrum Disorder and SEMH.
- Placement in appropriate groups or sets for subject lessons where needed.
- Individuals and groups supported in class by teaching assistants. (TA)
- Targeted interventions organised by curriculum areas.
- Use of appropriate ICT equipment and programmes.
- Adapted teaching styles and scaffolded materials.
- Access to appropriate resources for learning.
- Key Worker available at designated times for additional support and mentoring.
- Varied extra curricula activities and homework clubs after school — Monday to Thursday supported by our teaching assistants 3.00—4.00 pm
- 1:1 group mentoring sessions.
- Referral to the Educational Psychologist at recommendation of the SENDCO and DoL for Inclusion.



What could be offered to your child?



Key Stage Four

- Quality first teaching - scaffolded teaching which includes a variety of teaching strategies to enhance progress
- Ensure that all our young people are fully challenged and engaged through our offer of a rich and inspiring curriculum which enables each individual to explore their potential, build on their strengths and discover their passion.
- Specialist group support for students with specific learning difficulties.
- Placement in appropriate groups or sets for subject lessons where needed.
- Individuals and groups supported in class by teaching assistants.
- Targeted interventions organised by curriculum areas.
- Use of appropriate ICT equipment and programmes.
- Adapted teaching styles and scaffolded materials.
- Access to appropriate resources for learning.
- Keyworker available at designated times for additional support and mentoring when needed.
- Varied activities and homework club after school — Monday to Thursdays supported by our teaching assistants 3.00—4.00 pm.
- Managing stress and revision programme.
- Modified access arrangements, if appropriate, for examinations.
- 1:1 group mentoring sessions.
- Referral to the Educational Psychologist at recommendation of the SENDCO and DoL for Inclusion.
- Access to careers advice and connexions advisor.



What could be offered to your child?

Key Stage Five



- Quality first teaching - scaffolded teaching which includes a variety of teaching strategies and learning styles.
- A curriculum to match needs.
- 1:1 group mentoring sessions.
- Targeted interventions organised by curriculum areas.
- Use of appropriate ICT equipment and programmes.
- Adapted teaching styles and scaffolded materials.
- Access to appropriate resources for learning.
- Keyworker support at designated times for extra specified support and mentoring.
- Study support.
- Modified access Arrangements, if appropriate, for examinations.
- Enrichment opportunities to meet the needs of all students.
- Access to careers advice and connexions advisor.



Our School SEND Policy and Information Report



At New College Leicester we aim to:

- Ensure that the arrangements made for students with special educational needs are in line with the requirements of The Special Educational Needs and Disability Regulations 2014 Schedule 1.
- Support our SEND students to make progress in all aspects of their education from their starting point in order to achieve the best possible outcomes and prepare them for their future life.
- Ensure that students with Special Educational Needs are offered a wide range of activities within the school including those that take place out of hours.
- Ensure that our students are involved in decisions made about themselves and their education.
- Ensure we involve parents/carers in reviews and keep them informed about their child's progress and opportunities available to them.
- As a flagship award school for IQM, we uphold the ethos of inclusion for all.

The schools' SEND policy is reviewed and revised annually in discussion with parents/carers, students, staff and governors.

You can get a copy of the school SEND Policy and Information Report from the school website www.newcollege.leicester.sch.uk

Outcomes for pupils

The extra support our school offers will enable the child to:

- reach his/her full potential
- achieve his/her personal best
- make progress
- feel valued and included
- enjoy school
- ensure their voice is heard



Working in partnership with parents



We believe that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision,
- b) continuing social and academic progress of children with SEND,
- c) personal and academic targets are set and met effectively.

Parents/Carers are kept up to date with their child's progress through annual reports, parent's evenings and SEND reviews.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs. The SENDCo may also signpost parents of students with SEND to the local authority SENDIAS Team where specific advice, guidance and support may be accessed.

If an assessment or referral indicates that a student has additional learning needs, the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor, Mrs Sue Thistlethwaite may be contacted at any time in relation to SEND matters.

For further information contact:

Dina Mayes—Acting SENDCo

Email: dmayes@newcollege.leicester.sch.uk



Other sources of information and help: Publications:

*Special Educational Needs Code of Practice
(2014)*

Available on: www.direct.gov.uk





OUR MISSION STATEMENT



We will endeavour to do whatever it takes to ensure that every student at New College Leicester realises their full potential. Every member of staff is determined to ensure that students leave with the ability to make a positive difference to their community and the wider world.

We set the highest expectations and support every student in reaching them. We remain focused, enjoy challenges and revel in the diverse environment in which we work. We are ambitious, honest and believe that hard work leads to success.

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