



Special Educational Needs Policy

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PERSON RESPONSIBLE: ANIL SARNA

TO BE REVIEWED ANNUALLY; NEXT REVIEW SEPTEMBER 2021

Special educational needs are addressed by all the staff in the Learning Community. As we have small classes and a very student-centred approach to each child, there is no clear distinction between students with special needs who get extra support and everyone else; there is a gradual transition.

Since yoga and meditation are an intrinsic part of the Learning Community day the students learn how to become aware of their own barriers to learning and with the help of their teachers, they can surmount them.

With this the children will acquire a powerful and wonderful tool for understanding their needs and challenges while helping them to maintain a rich receptivity to learning.

Likewise, in different subjects and on different days students will need varying amounts of extra support and, as far as possible, the staff tries to provide that support both in and out of class.

The Learning Community Senco

Is Anil Sarna.

Types of extra provision

In general, the provision from within the regular Learning Community budget is a balance between the level of need and the resources available. Where possible special needs will be met through:

- i) Extra attention in class from the normal class teachers. This is made possible by our small classes.
- ii) Extra support outside class. This is not formal extra lessons, but most teachers make time for certain students when they are having difficulty.
- iii) Having extra lessons in very small groups or one to one sessions with teachers are available at an extra cost.
- iv) Having a flexible timetable where students only study the das they wish.

The Learning Community special needs register

A confidential list of the needs of each student is available to the staff as part of the Student Database. The Student Database shows:

- Academic needs
- Emotional, social, developmental needs
- Flexible time table agreement
- Access arrangements for exams
- Learning support in place

Though the list is available to all the staff there may be further confidential matters known only to the Lead teacher.

The register also identifies other factors that are thought to be important issues in students' academic or social progress. These included the following and are based on opinions formed through the open relationships that students have with staff, in particular with their tutors.

LPB: lack of parental boundaries

DM: Drug misuse

OCSL: Out of control social life.

NSSDS: Nonspecific social disparity syndrome

English as a second language

One specific special need that needs consideration is the incorporation of foreign language speaking students. By integration into the Learning Community language skills progress extremely fast. The Learning Community does offer specific ESOL support beyond the normal classes at an extra cost.

Admissions

It is a condition of being considered for a place at Hebden Bridge Learning Community that all paperwork from previous learning settings is submitted for consideration by our staff. A trial will only be offered if the staff feel there is a reasonable prospect of the Learning

Community being able to meet the prospective student's needs. Often a student with special needs comes to the Learning Community precisely because of those needs, so the problem is already well known and both parents and other professionals are eager to provide a full diagnosis.

During the trial, they are assessed for any difficulties that might present, both academic and social, as well as being informally assessed in lessons by subject-teachers. This further informs the decision about whether or not the Learning Community can meet the student's needs.

On-going assessment

All staff are aware of the special needs of each student and with regular feedback, any necessary changes in provision are quickly implemented.

Communication amongst staff about students

One of the most important parts of our assessment and support of students comes from the constant communication between staff. This is done both informally and during our weekly staff meetings.

Tutorial support

Each student has a tutor who is responsible for keeping an overview of the student's needs within the Learning Community. This is the person a student will go to if he has a problem and also the person who will be approached by other staff if they see problems from their point of view. This support is on-going and informal but is supplemented by termly tutorials where each member of staff feeds back to the tutor how a student is doing and this is discussed, at length, with the student.

Students with EHCPs.

We can have students with Local Authority (LA) EHCPs.

We try to foster a good relationship with the LA as their support through educational psychologists and other professionals is invaluable. For each student with a plan there will be an annual statement review meeting with the student, their parents or carers, an educational psychologist and the Learning Community's SENCO. These meetings can also be attended by other relevant professionals, for example a careers adviser. A record of the annual review is sent to the LA SEN team.

Special consideration in exams

To obtain special consideration for exam students it is necessary to employ a specialist teacher to evaluate what support is appropriate.