

POLICY

THE KING'S SCHOOL

Special Educational Needs Policy

Vision Statement

We begin with the premise that God intends all children to work towards an understanding of their destiny in Him.

We acknowledge that each child is unique and that the parents carry the ultimate responsibility before God for their children's development. The school will endeavour to work with the parents in seeking to provide the appropriate atmosphere, teaching and range of experiences; these should enable every child to develop physically, mentally and spiritually to reach their God-given potential at each stage of their life. This will involve strengthening weaknesses and developing specific talents.

Mission Statement

For children with special educational needs we will:

- 1) Assess
- 2) Diagnose
- 3) Write individual programmes, where necessary
- 4) Provide support
- 5) Supply differentiated learning materials

The Special Needs Co-ordinator will work with teachers and parents to:

- 1) Liaise
- 2) Advise
- 3) Support
- 4) Co-ordinate contact with outside agencies
- 5) Keep an up-to-date Special Needs register

We will seek to provide in-service training for all staff involved in the teaching of special needs children.

We value the place of prayer, so will encourage children to seek God for themselves, recognising that God's power is made perfect in weakness and that He can give knowledge and understanding.

It is our desire to foster an attitude of appreciation in gifted children, so that they recognise that their gifts are God-given and are for the good of the whole community.

Special Educational Needs Referral Policy

The aim of the Special Needs referral policy is to provide clear procedure for dealing with specific areas of concern in individual pupils. Referral forms A and B are used to facilitate this policy.

Stage 1 – For A

The first part of the form is filled in by the teacher, expressing concerns about a child's difficulties or specific gifting.

In the case of spelling, reading or maths difficulties, the Bangor Dyslexic test will be administered.

Depending on the results of this, it may be felt advisable for the Special Needs Co-ordinator to give the Aston index test to further diagnose the problem. Other tests will be used where necessary. (See separate sheet on tests).

Stage 2 – form A

The principal and/or the Head of Lower or Senior School will arrange a case conference (after any necessary consultation with other teachers) with the parents, the class teacher and Special Needs Co-ordinator to decide on further action. It will be decided how often to review the child's progress. The second part of the form is filled in by the class teacher. A copy of this form should be in the child's folder in the Special Needs department as well as in the class teacher's folder of profile cards.

Following these discussions a child is often withdrawn for one-to-one help or classroom support-extension. In some cases a child's timetable needs to be reviewed with special educational programmes being written.

Stage 3 – form B

Occasionally it may be necessary to employ the expertise of outside agencies. Form B will be used to record consultations and recommendations. This form will be filled in by the Special Needs Co-ordinator.

It is the parents of children attending independent schools who must apply for any child to be 'statemented'. These statements are reviewed annually.

Further Parental Contact

In the Junior and Senior departments, Termly reports are given to parents. In the Infant department, an annual report is written. Clearly, more frequent reporting may be required in some cases.

Termly interviews with parents may be important where children have severe problems.

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