

## **Students with Special Educational Needs**

We have high expectations of all our students whatever their ability.

From the beginning of their time with us, careful attention is given to identifying and assessing special educational needs in accordance with the Code of Practice.

The Special Educational Needs Co-ordinator works closely with primary schools to ensure continuity of support for children who have particular learning difficulties which have already been identified at Key Stage 1 & 2. Great importance is attached to helping those with difficulties and specialist help is available for those students with Special Needs. Programmes are set up for students with Special Needs targeting their individual problems.

The department has a team of Teaching Support Assistants. This enables us to target and support those students identified as having Special Educational Needs more effectively, assisting them both in class and in small workshops to achieve their full potential.

*“Teaching assistants make a good contribution to students’ learning and ensure that those with learning difficulties and/or disabilities progress at the same rate as others in the class”.*

*Ofsted 2009*

Sixth Form students take part in our Paired Reading Scheme for our weaker readers.

In order to ensure maximum progress and support inclusion, we work in close contact with the following agencies:

Education Psychologist  
Learning Support Services, (SESS)  
Educational Social Welfare Officer,  
Child and Family Service,  
Hearing Support Service,  
Sight Impaired Service,  
English Second Language teacher,

Speech and language team,  
Physiotherapy and Occupational Health,  
Orrets Meadow Outreach,  
School nurse  
Paediatric Consultants  
Consultant Psychiatrist  
Wirral TAC team (Team Around the child)

In accordance with our Equal Opportunities policy, any pupil suffering from a physical disability would be given all assistance and opportunity within the school.

Students with Special Educational needs are treated at all times with sensitivity and respect. A climate of warmth and support is fostered to provide the best possible base from which self-confidence and self-esteem can grow. Full involvement with Heads of House and close liaison with parents provides a clear up to date picture of progress, which is monitored, recorded and reviewed regularly.

*“Excellent links with the local primary schools, the local authority and other external agencies concerned with promoting students’ welfare ensure that all students, including those with learning difficulties and/or disabilities, are well supported with appropriate and timely intervention strategies. In addition, staff within the school provide excellent support and care for vulnerable students that match their needs extremely well”.*

*Ofsted 2009*

There are designated members of staff employed to develop and enrich students’ experiences whilst at school in the following areas:

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### **Gifted & Talented**

It is our aim to develop pleasant, well-rounded young people who are ready to meet the challenges of the 21st Century with confidence. The Gifted and Talented Policy is intended to support the following aims:

- To reflect and, where appropriate and relevant, assist the school in delivering the Every Child Matters agenda.
- The raising of aspirations for all students by celebrating achievement in its many forms and by emphasising the potential for success in everyone.
- Greater challenge, where appropriate, for the potentially most able students academically, creatively or physically.
- To identify students with potential to excel.
- To ensure that any additional provision, challenge or monitoring for the potentially gifted or talented is done on an individual basis and is reviewed regularly.