

# Samuel Cody Specialist Sports College

## POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS



The aim of the Samuel Cody Specialist Sports College is to see that every pupil reaches their full potential so that when they leave school they are able to lead a life that is as full and active as possible and that they should be able to make a positive contribution to the society in which they live. We achieve this through the development of intellectual, social, emotional, moral, aesthetic and physical educational programmes. These take place within small groups in a safe and caring, but challenging environment. It is important that any programme of activity in a special school embraces the acquisition of all these skills.

### **Management and organisation**

The Headteacher is ultimately responsible for the management of all programmes and activities that take place within the school.

The senior leadership team of the school consists of Headteacher, Deputy Headteacher, Assistant Head KS4, Assistant Head KS3, Inclusion Lead and Director of Specialism. The SLT ensure that policies are in place and operated in line with National guidelines and directives and that these are applied appropriately to meet individual needs.

Assistant Heads have responsibility within their respective age ranges for all curriculum and pastoral/welfare needs.

Inclusion Lead has responsibility for support programme so all pupils can access the curriculum.

Director of Specialism has responsibility for out of hours learning.

Subject Heads are responsible for planning and overseeing the delivery, assessment and recording of their subject through both Key Stages.

Subject Teachers are responsible for delivering, assessing and recording as per the subject policy and guidelines drawn up by the Subject Head.

Support Staff are used to assist teaching staff with the delivery and implementation of the curriculum and issues which effect pastoral and welfare matters.

# Samuel Cody Specialist Sports College

## POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS



---

### **Age range and capacity.**

The school admits day pupils of secondary age who have a Statement of Special Educational Needs or an EHC Plan issued by the LEA stating that they have a learning difficulty.

The school is currently funded for 135 places. In addition the Cody Hill ASD Centre is a provision for high functioning ASD pupils and is linked to Fernhill School.

### **Resources**

The school has a budget allocated on a formula basis by the LA and the school governors approve a budget plan which takes into account staff salaries, building maintenance, grounds maintenance, caretaking and cleaning, educational equipment and community and adult education use. All admin staff equipment and resources are also included in the budget allocated. Governors need to take account of the future developmental needs of all aspects of the school.

The school has its own Speech and Language Therapist for the equivalent of two and half days a week. Physiotherapists and occupational therapists regularly visit the school to provide clinical support to youngsters with identified needs.

### **Monitoring and progression**

All pupils have an annual review of their statement or EHCP. Appointments are made for parents to discuss and contribute to the annual review at least 14 days after they have received a draft copy of the document.

Staff look to record and celebrate positives rather than negatives and each pupil is assessed against their individual capabilities as well as skill acquisition.

Every pupil follows the full National Curriculum resulting in a broad and balanced curriculum. All aspects are differentiated, both academically and socially as appropriate for each individual.

### **Complaints**

All parental concerns about any aspect of the school, its provision or effectiveness should be communicated in the first instance to the Headteacher. Parents may also communicate their concerns to the Chairperson of the Governing Body and/or the LA . If such a concern is reported, a meeting will be arranged between the Headteacher,

# **POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS**

---

other relevant staff and the parents to fully discuss the concern and to seek mutually agreed solutions.

## **Supporting Agencies**

The school makes arrangements for relevant CPD on curriculum, pastoral and management issues on the five statutory CPD days per year. In addition individual staff take part in subject specific or general CPD relating to personal development and enhancement or updating of curriculum matters. Further details are contained in the Staff Development Policy.

The school welcomes the support and advice it receives from professionals in education and health.

When appropriate the school has well established links with social services and Hampshire Constabulary. All of the above agencies have been found to be very supportive of our pupils as individuals and the school as an institution and are mindful of the individual and varying needs of our youngsters. The school makes use of the services provided by the Hampshire Inspection and Advisory Service and the school's LLP.

## **Liaison with parents and other professionals**

The school values the involvement and input of parents in all aspects of the young person's development. Parents are encouraged to attend annual review meetings and termly open evenings. In addition parents are encouraged to contact the young persons tutor as often as they feel necessary, particularly if they have concerns regarding any aspect of the youngster's placement and/or progress. Also the Home School Link Worker is available to support parents with all aspects and queries regarding their youngster's education.

In addition to the above the school sends out half termly newsletters on general matters that may be of interest to parents as well as a calendar of events for the coming half term.

There are very well established links with feeder schools both mainstream and special, they co-operate and are fully involved in our induction programme for new pupils. The school also works closely with all FE establishments. In years 9,10 and 11 as well as an annual review the school draws up a transition plan which specifically looks at the young persons needs in preparation for life after school whether this be in college, employment training scheme or some other form of post 16 provision.

## **POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS**

---

This policy statement is regularly monitored by the Governing Body and the Senior Leadership Team. This monitoring takes the form of a review meeting when account is taken of changes in legislation/directives/advice, staff views, parental views, pupil views and needs and changing circumstances and working practices both internally and with outside agencies and establishments.