

MARYHILL HIGH SCHOOL



STATUTORY POLICY FOR SPECIAL EDUCATIONAL NEEDS JANUARY 2009

Drafted by: Mrs K Mitchell

Date of Approval: 28 April 2009

Approved by: Governors

Review Date: Summer 2010

Definition of Special Educational Needs (Section 312 Education Act 1996)

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age or;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means:

For a child of two and over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Objectives for Special Educational Needs Provision

All staff and governors at Maryhill will do their best to meet the Special Educational Needs of all pupils at the school. This will be achieved by:

- Admitting all students to the school on the basis of the school's published admissions procedure and welcoming all pupils, including those with SEN.
- Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its School Development Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- Developing a relationship between the parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- Developing a wide community involvement in special educational needs through the multi agency partnership and other initiatives to the benefit of pupils.
- Ensuring the school achieves Dyslexia Friendly Status.
- Ensuring the school maintains the Inclusion Quality Mark.

Managing SEN Provision

The Role of the Governing Body

The Governor with responsibility for SEN is Reverend Will Slater. The school governing body has important statutory duties towards pupils with special educational needs.

- The Governor's, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self review procedure Governors monitor effectiveness of the school's SEN policy and provision.
- All Governors will have an up to date knowledge of the school's SEN provision but Governors will be designated to have specific roles for SEN.

- The Governing body will report to parents annually on the school's SEN policy.

The Role of the Headteacher

The Headteacher has responsibility for:

- Day-to-day management of all aspects of the school's work including provision for pupils with SEN provision.
- Informing the Governing body.
- Working closely with the SEN Co-ordinator.

The Role of the Co-ordinator Karen Mitchell with the Support of Donna Franks

1. The day-to-day supervision of the Special Educational Needs policy.
2. Advising and liaising with the Headteacher and staff both teaching and non-teaching.
3. Meeting the identified needs of a student at School Action/School Action Plus/Statements.
4. Maintaining the Special Needs Register, though not compulsory and developing effective record keeping.
5. Setting and renewing IEPs alongside staff across the curriculum with support from SEN link staff and teaching assistants producing master IEPs to support this process.
6. Ensuring parental involvement in decision making about pupils with Special Educational Needs.
7. Providing appropriate resources to meet the special educational needs of identified pupils including access to individual specialised teaching.
8. Ensuring that the school achieves Dyslexia Friendly Status.
9. Liaising with other agencies.
10. Updating training and that of other staff members where appropriate.
11. Ensuring that the school achieves the Inclusion Quality Mark.
12. Ensuring that identified students are actively involved in the whole process from the very beginning.
13. Liaising with feeder primary schools ensuring that all year 5 and year 6 transitional reviews are attended by a member of the learning support team from Maryhill High School.
14. To ensure that all students who meet the criteria will benefit from the implantation of special arrangements for all examinations including internal exams, KS3 SATs and GCSEs (obviously formal procedures to be followed ie application to exam boards).

Resources for SEN

School is funded to meet the needs of all their pupils through its core but is additionally funded to support provision for SEN through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Grants as elements of TSF funding, including those for employment and training of teaching assistants.
- Specific grants, for which the school may bid, that are for identified purposes. All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Development Plans.
- AEN Funding.

Staff Development

The school is committed to developing the expertise of all the staff in SEN to enable them to meet the needs of pupils.

Partnership

Partnership with Parents

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Effective communication.
- Acknowledgment of the parents' role as a partner in the education of their child.
- Recording parental views as part of any review procedure.

The parents of any child with Special Educational Needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff.

Students Participation

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views.
- Involving pupils in Review Meetings to discuss progress and future provision.
- Involving pupils in target setting and formation of IEPs.
- Recording pupil's views as part of any review procedure.
- Effective communication.

Partnership with Other Bodies

The school aims to work with other agencies, as listed below, in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

- Other schools and educational providers
- Special Educational Needs Support Services
- School Psychology Service
- School Health Service
- Educational Welfare
- Special Needs Support Services ie support for visually impaired
- Social Services
- CAMHs
- Voluntary Services
- Paediatric Physiotherapy Service

Admission Arrangements

The admission arrangements for pupils with Special Educational Needs are generally the same as for other pupils in the school. These are published in the school's admission criteria. The admissions policy will make reference to the Disability Act 2002. Under the Disability Act 2002 schools must:

- a) Not treat disabled pupils less favourable, without justification, for a reason which relates to their disability.
- b) Make reasonable steps to ensure that a disabled pupil is not placed at a substantial disadvantage compared to other pupils, but there is no duty to remove or alter physical features or provide auxiliary aids or services.
- c) Also plan strategically for and make progress in improving the physical environment of schools for disabled children, increasing disabled pupils' participation in the curriculum and improving ways in which written information which is provided to pupils who are not disabled is also provided to disabled pupils.

(Section 11 Inclusive Schooling: Statutory Guidance November 2001)

Identifying Children who have SEN

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision to meet the child's needs. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behaviour strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids for equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

Assessment, Arrangement, Review and Monitoring Procedures

Once a child has been identified with special educational needs the school will intervene using the graduated approach described within the Code of Practice 2001. Early Years Action/Early Years Action Plus refers to all pupils from three to five years who access the Foundation Stage.

School Action/School Action Plus refers to all pupils from Year 7 to Year 13.

School Action

When staff identify that a student has SEN – teachers, in consultation with the SENCO, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

- Teachers remain responsible for working with pupils on a daily basis and for planning and delivering an individualised programme – an IEP may be devised.
- SENCO would take the lead in:
 - Planning future intervention for the pupils in discussion with colleagues.
 - Monitoring and review the action taken.
 - The setting arrangements for School Action students and the teaching methods deployed and the resources used are usually sufficient to meet the needs of this category of student.

School Action Plus

- SENCO and staff, in consultation with parents, ask for help from external services.
- Teachers and SENCO are provided with advice or support from outside specialists.
- Additional and different strategies to those at School Action are put in place – an IEP will be devised supported by the Master IEP.
- SENCO should take lead in:

- Any further assessment of the child.
- Planning future interventions for the child in discussion with colleagues including key pastoral staff.
- Monitoring and reviewing the action taken (from SEN toolkit).
- Regular monitoring or progress is carried out if appropriate.
- For pupils with statements of SEN, an annual review is carried out as requested by the educational authority.
- An annual review will also take place for all students at School Action Plus.

Arrangements for providing access for pupils with SEN to a balanced, inclusive and broadly based curriculum, including the National Curriculum

The school's aim is that wherever possible all students will have full access to the National Curriculum and a range of subjects taught in schools. Students with a statement of special educational need will receive in class support as specified by the LEA. The student may be withdrawn for a short interval within a lesson to receive intensive work on a student teaching objective. Where the statement requires daily input in a particular area, the pupil may be withdrawn for part of a particular lesson to enable statement provisions to be fulfilled. This will be done with consideration for the impact on the student's curriculum, so as to reduce the disruption to a minimum.

Where a student has to be withdrawn from class for monitoring by SENCO or outside agency, the principle is that the disruption to the overall education for the pupil should be at a minimum.

Transition Arrangements

Transition from primary school to high school for children identified with SEN will include:

- Liaison between the SENCO at the primary school and the SENCO at the receiving high school.
- Transference of records between the two schools.
- For children with a statement of need a transition review will take place in the year prior to the transfer.
- Where appropriate the SENCO will liaise with the post 16 educational providers.

Criteria for Success

As part of their evaluation for school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- Early identification of pupils with SEN.
- Student's views and opinions are taken into account.
- The school and parents' work in a partnership.
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- The school works in close co-operation with other agencies and fosters multi-agency working.
- The statements of special educational need and individual educational programmes are regularly reviewed.

In their statement schools may wish to include the criteria that will be used in evaluating effectiveness including:

- Reports by inspectors or others offering external moderation.
- Review of school development plan.
- Annual review feedback from parents.
- Individual student's attainment of the targets, included in IEPs.
- Annual test/assessments.

- Achievement in standardised assessments (SATs, GCSEs) for all students and identified SEN pupils in particular.
- Provision for special needs students leaving school.
- Number of SEN students receiving fixed and permanent exclusions.

As part of the school development process the SENCO will identify priority targets annually for inclusion in the SDP. See appendix for priority targets.

Arrangements for considering complaints about SEN provides within the school

- Complaints regarding special education provision should be addressed in the first instance to the Special Educational Needs Co-ordinator (SENCO). A meeting will be arranged to meet the complainant where the matter will be discussed and decisions made as how to proceed.
- In the case where an agreement cannot be made, the complainant will be referred to the Headteacher of the school.
- If the complainant is still unresolved, it may be referred to the Chair of Governors.
- If all these procedures fail to resolve the issue, a formal complaint concerning special needs may be registered with the LEA.

Appendix

Priority targets for the year 2009-2010:

1. The school will work towards achieving Dyslexia Friendly Status Level 1.
2. The school will consider and increase student involvement in IEPs.
3. The school will ensure that the Inclusion Quality Mark is renewed and work on areas identified during its assessment is undertaken.
4. The school will ensure that as many students who meet the criteria will access special arrangements for KS3 and GCSEs.
5. All students at School Action Plus will have an annual review involving parents and outside agencies where appropriate.
6. The school will work closely and more actively with the careers aspect of connexions to ensure more effective post 16 opportunities.
7. The school will increase its understanding of the requirements of integrating students with physical disabilities.
8. The school will endeavour to share the benefit of teaching assistants in the classroom to as many students as possible.
9. A SEN bulletin will be produced half termly to keep staff aware of current issues concerning them.
10. TAs to deliver aspects of specialised teaching programme under the direction of SEN tutor.

NOTE:

Any information relating to specific students has been removed for the purpose of this document.

SEN PROVISION: PERSONNEL AND PROCEDURE

<u>Contents:</u>	What are Special Educational Needs?
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What are Special Educational Needs?

Special Education Needs means that a student has greater difficulty accessing the curriculum than the majority of other students of their age. This may be on a temporary or long term basis.

These needs fall into the following categories:

PHYSICAL	MILD	GIFTED	EBD	OTHER
Medical	Moderate	More able	Emotional	Dyslexia
Visual	Learning	Students	Behavioural	Dyspraxia
Speech	Difficulties		Difficulties	ADHDS
Hearing				ADDS
Cerebral Palsy				Aspergers Syndrome
				Semantic Pragmatic Disorder

How are these needs identified and assessed?

The individual needs of the student will be assessed by one or a combination of the following.

Within the Learning Support department in the September of arrival:
 Tests and information from primary school, parents and outside agencies.
 Testing to establish reading age, spelling age, reading comprehension etc
 Teacher observation/Referral to SENCO
 (Special Educational Needs Support Service to support the above).

During a students career at MHS

Subject teachers/form tutor assessing and identifying needs in the first instance. Taking and recording appropriate action by employing strategies with the aid of the Learning Support Staff/Heads of Year/link staff and Heads of departments.

If concerns remain, pass all documented evidence to SENCO.

What is a statement

If the LEA decides that a child has an identified special need they may issue a statement of Special Educational Need, which is a document ensuring that schools put in the appropriate provision. A statement will summarise the student’s abilities and specific difficulties. It will also state how the LEA considers the student’s needs can be best met. Not all students with identified special needs will be in receipt of a statement.

Subject teachers, year tutors, parents, educational psychologists and medical agencies amongst others can be all involved in the formal assessment procedure leading up to a statement being issued.

The SEN Assessment Process

CODE OF PRACTICE	SUMMARY OF ACTION
SCHOOL ACTION	<ul style="list-style-type: none">• Concern expressed by teacher, parent etc.• Increased differentiation of classwork.• Classwork teacher gathers information from parents etc.• SENCO adds name to SEN Register.• Review.• SENCO works with subject staff/TAs in drawing up and implementing Individual Education Plan (IEP) where appropriate and co-ordinates special educational provision. Often the differentiated curriculum offered (Group Ed Plan) will meet the need and/or implementation from Head of Year.• Review.
SCHOOL ACTION PLUS	<ul style="list-style-type: none">• Involvement of support services in advice and active support. These can involve a range of outside agencies.• Revised IEP with Support Services as appropriate.• Review• Involvement of Education Psychologist and preparation of Psychological Report in cases where on-going referral is required.• Review.• School puts into place specific extra support ie individual tuition, which is reviewed regularly.• If it's deemed appropriate Headteacher refers pupil to LEA for consideration for Statutory Assessment LEA, gathers evidence.
AWARD OF STATEMENT	<ul style="list-style-type: none">• LEA considers need for Statement.• Statement.

NOTE: Most students in school will remain at School Action Plus and not move on to a statement and they will access the same level of provision as students with statements.

School action was previously Stages 1 and 2
School action plus was previously Stages 3 and 4

Note: Staffordshire's funding policy for students identified as having special educational needs has changed. To enable schools to meet their needs more readily the funding now comes to the school within the main budget based upon a formula. This reflects the LEA's desire to reduce the number of statements being issued by ensuring each student's needs can be met automatically regardless of the school they attend.

PERSONNEL

SENCO: Mrs K Mitchell

Assistant SENCO : Miss D Franks

The Role of the Assistant SENCO & SENCO

In all mainstream schools a designated teacher should be responsible for:

- the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers

- co-ordinating provision for children with special educational needs
- maintaining the school's SEN register and overseeing the records on all pupils with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- ensuring access arrangements are in place throughout each key stage

This is the role of the SEN Co-ordinator in a small school, one person may take on this role, possibly the head or deputy. In larger schools, there may be an SEN co-ordinating or learning support team. The time and attention which the SEN co-ordinator is able to devote to his or her responsibilities will depend on the circumstances of particular schools. Governing bodies and head teachers may need to give careful thought to the SEN co-ordinator's timetable in the light of this Code and in the context of resources available to the school.

Role of the Link Staff

The purpose of establishing link staff is to ensure effective two way communication between all areas of the curriculum. Each subject department is responsible for the learning experiences of all pupils including those with special needs and the link staff will work as part of a team with the SENCO. The subject specific link person will be aware of the SEN relating to their curriculum area.

The link person will actively:

- Pass information to departments from SENCO ie pupils, legislation, Staffordshire initiative.
- Pass information to SENCO from departmental discussions.
- Ask SENCO for advice/support where appropriate.
- Use departmental meetings to give updates on SEN issues ensuring all departments are informed.
- Identify appropriate resources with the department.
- Assess suitability of examination papers and examination procedures.
- Modify curriculum where appropriate - have written evidence of modification on file.
- Ensure all members of the department are aware of statemented pupils.
- Give information to SENCO where requested re; the assessment of pupils, annual review of statements.

The implementation to the above will ensure that Maryhill High School continues to move towards a whole school approach to SEN with inclusion in practice and not just in policy.

The Role of Subject Staff re SEN Pupils

- The school is bound by law to have a Register of SEN pupils which is reviewed annually by the Governors and Local Authority.
- All pupils with a statement of SEN and those at School Action Plus + School Action have to be on the SEN Register.
- All pupils on the SEN Register require an Individual Education Programme.

- Subject staff to return IEP in time for Annual Reviews. They should comment on targets and how student performs in the lesson.

Statements and those at School Action Plus

In our school each student with a statement of SEN or at SAP has a Master IEP which is basically a profile identifying strengths, weaknesses, strategies for support etc and this is drawn up by the SENCO and TAs. This Master IEP is updated after each annual review meeting by K Mitchell. Subject staff are issued with up to date Master IEPs at the beginning of each academic year through their department link staff. Subject staff then use these Master IEPs to support their planning and reviewing when drawing up the subject IEPs. These subject IEPs are submitted to the annual review meeting as documentary evidence of planning and reviewing and sent to the Local Authority.

All students with a statement of Special Educational Needs are required by law to have an individual subject based "Individual Education Programme" ie an IEP. These IEPs are formally reviewed once a year when the Local Authority asks the school to hold an annual review meeting to discuss progress made by the student and make plans for the following year. (Note: the IEPs are informally reviewed twice more during the year – examination time and report time in line with the requirements of the Code of Practice).

The format of the subject based IEP has been further streamlined in order to make it as time effective for the staff as possible. There is now one blank subject IEP which will serve all students and the "description of special needs as identified on the statement" is no longer on the individual subject IEP because it is already on the Master IEP.

Strategies/Resources used

Subject staff are to identify anything they have used to help them support the targets on the IEP eg

- Student sitting by teacher's desk
- Target TA to student
- Select only one part of the task to complete
- use selective peer tutoring
- production of a pre-set format for students to work

MASTER IEP FOR A STUDENT PLACED AT SCHOOL ACTION PLUS

STAFF ARE GIVEN THE Master IEP IN ORDER TO INFORM THEIR PLANNING FOR INFO ONLY EXAMPLE FOR SEN POLICY

CONFIDENTIAL

IEP Child X

DOB:

DATE: October 2008

The Master IEP is intended to support the subject teacher in the delivery of their curriculum and forms the basis for subject staff annual review comments. Parents are automatically issued with copies and an absence of response is taken as agreement of the contents. Attached is a copy of the IEP with the specific targets. Please keep the Master IEP and return the IEP to my tray when the Annual Review is called a reminder will be in your tray.

DESCRIPTION OF DIFFICULTIES

ACADEMIC SKILLS

Child X has difficulty with the acquisition of Literacy skills. Current reading age measure in September 2008 at 7 years 9 months and spelling at 9 years. His standardised score measured at 79 placing him significantly below average.

KEY STAGE 2 English 4c Maths 4c Science 4b MIDYIS

DESCRIPTION OF DIFFICULTIES

Child X is described as being easily led and can be a disruption in class. Child X forgets things and will require constant reinforcement of instructions.

SEN PROVISION

Child X will be taught in a small teaching group with TA support for 95% of the timetable.

SPECIFIC OBJECTIVES

- Child X needs support in the following area:
- Reading
- Spelling and writing
- Self-esteem
- Number skills
- Concentration and classroom conformity
 1. enable Child X to develop his reading skills in order that he can become functionally literate, access the National Curriculum and to meet his everyday needs
 2. as above with reference to spelling skills
 3. to enable Child X to read back his own work and achieve a sense of pride in the general presentation of it
 4. to enable Child X to function in school with the minimum of difficulties
 5. enable Child X to further develop his self-esteem sufficiently to perceive himself as a successful learner.
 6. to enable Child X to develop his number skills in line with his peers

7. enable Child X to succeed in examinations both internal and external by providing appropriate and acceptable levels of support.
8. to increase the time that Child X can work unaided and without distraction on task.
9. to increase working pace.

SUGGESTED STRATEGIES

1. continue with the home/school monitored reading programme supported by tutor time paired reading sessions.
2. use the integrated learning package SUCCESSMAKER as part of an individualised learning plan.
3. encourage use of look, cover, write and check to build up the number of common usage words that he can spell.
4. staff to encourage Child X to space his writing out and concentrate upon making the letters round and clear.
5. encourage use of Maryhill Action Planner – TA to fill in hwk/cookery requirements/comments on progress etc.
6. staff to use school based system of reward and recognising achievement. Positive comments in the MAP for parents to see.
7. staff to use whole school literacy strategies where appropriate including writing frames, modelling, words walls, use of pictures and a range of stimuli in addition to the written word.
8. Child X to access an individual multi sensory learning programme for 1 hour a week.
9. Child X to continue to operate in a learning environment with constant TA support and enhanced pupil/teacher ratios.

ALL STAFF ARE ISSUED WITH THE IEP, TARGETS AND STRATEGIES TO INFORM PLANNING. THESE SHOULD BE COMPLETED AND RE TURNED WHEN CALLED FOR BY THE SENCO.

NAME: CHILD X		YEAR GROUP: 7		CLASS/Form: 7H2	
SEN: SAP	Start Date: October 2008	Member of Staff:	Subject:	Review Date:	
Target	Suggested Strategies (Subject)	Outcomes	Ideas for Support:	Please circle and comment if appropriate. (5) Excellent (1) Target not met	
To improve spelling by date of next testing (March 2009)	Look, cover, write and check methods. Specific spelling programme with SEN tutor. Use of flash cards using subject specific words.	To improve accuracy in spelling.	Flash cards used using subject specific words. 1:1 sessions with SEN Tutor.	1	2 3 4 5
To improve reading age by 6 months by date of next testing (March 2009).	Paired reading. Encourage Child X to read aloud and with peers in class. TA to read in lessons with Child X and check understanding. Always discuss pictures, using the language of the text to reinforce understanding.		TA support in lessons 1:1 tuition 1 hour per week.	1	2 3 4 5
To listen to instructions carefully and ask if you don't understand.	Child X will require constant reinforcement to avoid becoming disruptive or distracted. Set small measurable tasks. Use of multiple learning styles.		Ask TA to ensure he understands before he starts the tasks. TA to prompt when off task.	1	2 3 4 5
To raise self esteem.	To give verbal praise whenever appropriate.	Child X will perceive himself as a successful learner.		1	2 3 4 5

SEN CO-ORDINATOR

Review Comments

The comments made here should relate directly to the targets identified on the flip side of the IEP. The following comments are simply suggestions some of which you might find useful.

- work done independently
- works only with support
- works outcome relative to objectives – quantity/quality
- working pace
- work in relation to peers (only where appropriate)
- reading skills – comprehension of what is read
- presentation of work
- handwriting and letter formation
- organisation and skills
- conceptual understanding
- relationships with staff and peers
- classroom skills
- behaviour
- attitude to work/peers/staff
- ability to work in a variety of settings – groups/pairs/whole class/alone

When staff are asked to submit their IEP for Annual Review documentation it is okay to submit a photocopy and keep the original to continue working on. Staff should include comments on the back in addition to the rating scale on the front.

SEN Tutors

Where a statemented or School Action Plus pupil has been identified as having specific or a particular type of learning difficulties we will allocate a tutor to work with the pupil in school. SEN tutors are fully qualified teachers and usually work on a one to one basis with the pupil in order to utilise the specific skills of the tutor effectively.

Learning Support Team

Teaching Assistants

Mrs Barbara Garwood

Mrs Debbie Gough

Mrs Diane Jones

Mr Andrew Knight

Miss Diane Masters

Mrs Joanna Nixon

Ms Anne Russell

Mrs Sheila Sproson

Ms Debra West

Ms Karen Grocott

CSW

Miss Cathy Bennett

CSW

SEN Tutors

Mrs Ruth Burrows

Mrs Helen Laurence

The Role of the Teaching Assistant at Maryhill High School

Teacher Assistants are employed in mainstream schools for identified sessions in support of an individually named pupil or a group of students who have identified special needs. These students appear on the SEN register and the TAs are directed by the SENCO.

The following duties are included:

- to assist the teacher(s) in the implementation of the pupil's curriculum
- to carry out, under the direct supervision of the teacher(s), individual programmes of learning, specifically to support the pupil concerned
- to assist in the implementation of any other programmes of support designed by other professionals such as advisory teachers, physiotherapists, occupational therapists and speech therapists
- to contribute to the pupil's integration programme, as identified by the school
- to assist in the preparation of teaching materials and equipment in support of the pupil concerned
- to assist the school in maintaining a close liaison with the pupil's parents or guardians
- to assist the teacher(s) in maintaining a detailed record of progress, recording observations of strengths and weaknesses as appropriate
- to support the general care, welfare and safety of the pupil
- to carry out small group activities as requested by the teacher, to include the identified pupil
- to contribute to any discussions or reviews on the pupil concerned, as requested by the headteacher.

HELPFUL HINTS TO TEACHING STAFF

- Don't assume that a TA knows how you want them to operate - be specific and define your requirements!
- Briefing before a lesson always helpful - although we recognise that it is not always possible.

If you have any suggestions, which you feel would improve the overall performance of the learning support team, let K Mitchell know.