

**COVENANT CHRISTIAN SCHOOL**  
**Special Educational Needs**  
(see also the Disability Policy)

The school believes that all children are made in God's image and children with particular disabilities are no less valuable in His sight than any others. Consequently, it has no entry qualifications which would debar such children. The support the school can provide for children with special needs is set out in a document for parents and prospective parents. Nevertheless, when parents of these children make an application for a place in the school, they are made aware of the limited facilities available to help special needs children. Indeed, the Management Committee may refuse an application if it feels that the school could not reasonably meet the educational needs of the child. Where appropriate, an educational psychologist will be consulted for advice on this matter.

**Children with Learning Difficulties**

The school endeavours to identify children with learning difficulties and provide what help it can. This may include any of the following:

- a) Providing differentiated tasks in the classroom, for the various ability levels.
- b) Providing weekly lessons on a one-to-one basis, with a person set aside to give individual literacy and numeracy support. Where possible, the expertise of persons trained and/or experienced in special needs provision is used. This provision is also available for pupils where English is an Additional Language.
- c) Allowing for an adult scribe in some lessons for pupils who have difficulty in planning and recording their work.
- d) Allowing the use of a laptop computer for pupils who struggle to write.
- e) Providing appropriate advice for all those who may be teaching a child with special needs.
- f) Providing advice to the parents of children with special needs.
- g) Writing and implementing an Individual Teaching and Learning Plan, which should be regularly monitored and updated, in consultation with the parents, the child and the class coordinator.
- h) Bringing in expertise from outside the school, for example, an educational psychologist, to carry out more precise testing, followed by a written report, so that the school can offer the most appropriate support to the child. This is particularly important when considering access to public examinations and when seeking to provide an EHC Plan for a pupil with complex needs.
- i) Negotiating with examination boards to obtain special provision for children with special needs.
- j) Providing internal training sessions on Specific Learning Difficulties, Learning Styles, Dyspraxia, etc.
- k) Sending teachers to external courses covering Speech and Language Training, teaching English as an Additional Language, Autistic Spectrum Disorder, a visit to the DDAT (The Dyslexia, Dyspraxia and Attention Disorder Treatment) Centre, etc.

## **SEN Resources**

The school has built up a set of resources based on its experience in SEN. This includes the following materials:

- a) Multisensory aids for literacy and numeracy, e.g. alphabet arc, plastic letters, whiteboards, ICT, e.g. *Wordshark*, Dienes apparatus, number lines and squares, dice, dominoes and games.
- b) The use of book bands, *Reading Recovery* levels and running records to ensure children are on appropriate reading books.
- c) *Phonological Awareness Training* materials (PAT): Beginner's Level and Levels 1, 2 and 3.
- d) *Beat Dyslexia* tapes and worksheets, *ACE* dictionary.
- e) Tests to assess the progress of SEN pupils, including WRAT 4 and New Salford Reading Test.

## **Gifted and Talented Children**

Daniel 1 v 17: *"These four men God gave knowledge and understanding of all kinds of literature and learning."*

Exodus 35 v 30 – 33: *"The Lord has chosen Bezalel and filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts - to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood and to engage in all kinds of artistic craftsmanship."*

The school recognises that some children are gifted by God with special talents. These should be nurtured to their full potential.

The flexibility of classroom practice allows children to progress at their own pace. In the primary years, some Mathematics and English schemes allow children to do this. Within the project lessons, space is allowed for 'mini-projects' where children can work on an independent task at a level suited to them.

In the secondary years, gifted children may take some GCSE subjects early. If there is a lack of expertise amongst parents and teachers, then children are still encouraged to pursue their talents. One solution has been to employ an external teacher for a particular subject at GCSE, e.g. History and Art.

Other practices include children attending external courses at Further Education Colleges, taking private music lessons, studying a subject at another school or learning with a parent at home, e.g. Business Studies, Latin, Japanese and Drama. Children gifted in sporting activities are encouraged to join a sports club, where they may receive training or play in a team.

The school acknowledges its limitations in providing expertise in some areas. We emphasise the need to work in close liaison with parents, who have the ultimate responsibility for nurturing their own children's special talents.

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