



## SPECIAL PROVISION STATEMENT

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During 125 years of education at St Bede's College teachers have inevitably come across a great many pupils whose needs have been wide-ranging. These have varied from the emotional, behavioural, and physical to the sensory. The staff has always felt that the Pastoral and Academic support offered to all pupils has worked well. As caring professionals and in accordance with our Mission Statement we strive to

***"assist and encourage pupils at each stage of their stay with us, to develop their potential to the full. Tutors and Form Teachers monitor the progress of each individual and offer special support for those seeking to overcome difficulties. Pupils can expect to have their dignity and confidentiality respected in a structure which offers guidance and friendship".***

This philosophy underpins the College's management of educational support. It is fair to say that as a Grammar School with an admissions policy that selects on the basis of academic performance we have not had to deal with children who have required more expert assessment or statementing. Thus the College does not have specialist teachers for Special Educational Needs.

However, we endeavour to ensure that pupils who are identified as being in need of special support receive help through outside agencies if necessary and through any non-specialist help that subject teachers are able to give.

Our heightened awareness of the diversity and symptoms of problems and regular assessment procedure has allowed us to recognise and respond to a number of pupils. Detailed notes pertaining to these pupils are kept in the Deputy Head's office with records also being kept in the confidential files in the Main Office.

Some pupils with specific learning difficulties will wish to apply for Special Arrangements in public examinations such as provision of lap tops or additional time etc. The Examinations Officer works with the Pastoral Deputy to facilitate student needs in this area. These pupils fall into one of a number of categories, each of which demands an individual response.



SENDA

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## **DISABILITY DISCRIMINATION POLICY**

St Bede's College is committed to a policy of non-discrimination on grounds of disability. All reasonable steps will be taken to ensure that prospective pupils with disabilities are not discriminated against in the selection process and that pupils with disabilities in the school are not disadvantaged compared with any other pupil who is not disabled. Adjustments will be made which are within the financial capabilities of the College and which do not adversely affect the education of other pupils.

Any parent who has a child with a disability should contact the Headmaster in order to discuss arrangements that might be made with regard to entry procedures and access to the education provided by the school.

## **SPECIAL EDUCATIONAL NEEDS and DISABILITY ACT**

The College is conscious of its obligations under the new duties as outlined in SENDA. The Governors, Headmaster and all staff have reviewed admission policies, selection procedures and extra curricular provision to ensure non-discrimination, and the requirement to make reasonable adjustments is at the forefront of all planning, in respect of both buildings and delivery of the curriculum. To this end all departments address this issue in their Handbooks and their meetings.

## **GIFTED AND TALENTED PUPILS**

It is important that staff are aware that by national standards, almost all of our students would be described as 'gifted and talented'. Our teaching styles must reflect this. Equally, we have a considerable number of students who are very able indeed by national measures such that they fall in the A quartile of MIDYIS testing when grouped by selective independent schools. At least 15% of our students in any year fall into this category. It is crucial that our teaching and learning strategies acknowledge this fact, for both student development and indeed for the healthy recruitment of gifted students into the college in the future.

The teacher in charge of the enhanced curriculum works with the Deputy Headmaster: Director of Studies to provide for our gifted and talented students. As a selective school, we eschew the title of gifted and talented to avoid alienating those who in any other environment would be under this category. The enhanced curriculum is designed to be available to, and accessed by, all of our students.

**WITHIN THE CURRICULUM**

- Extended Project Qualification offered to all students to provide greater opportunity for independent study and learning. Mr Dumbill co-ordinates this for students in the U6.
- The Complementary Studies programme allows teachers to go beyond the confines of the prescribed curriculum into areas of specific interest and study.

The following is a list of some things which will enable us to identify and begin to provide for the ablest of our pupils:

- Every department provides a wider reading/useful resources list for each subject in the **6<sup>th</sup> form** which is issued to all students. This is NOT required reading, but stretches those who want to be stretched; can be used to create extension activities where appropriate; useful for parents
- Teachers create extension activities within existing schemes of work– appropriate to subject, students and resources available – for ALL years: U3 to U6
- Teachers differentiate homework tasks so that the most able are stretched and not just doing more of the same
- Centralised list of extension activities is collated by the Teacher in charge of the Enhanced Curriculum.
- Form teachers and Heads of Year cross check assessments to catch underperformance/problem areas i.e. if a pupil is on the register but not getting excellent in named subjects then why not?
- Heads of year monitor assessments and celebrate achievement through special assemblies, Heads of Year prizes and letters to parents.
- Deputy Head Academic writes to high performers in the new L5 examinations to reinforce their achievement.

**Both within and beyond the curriculum, there is already much that is provided**

There are a number of ways in which we acknowledge the gifted nature of our intake and make special provision for this:

1. Mathematics is set in the Upper Fourth and in the Lower and Upper Fifth and the top sets (2: 60 students in total) will take Statistics as an additional GCSE subject. IGCSE is offered for our most gifted Mathematicians at this level.
2. Students who are bi-lingual are actively encouraged to take a GCSE, AS or A2 in their native tongue as early as is beneficial (Polish, Italian, German, Spanish, Russian, Dutch, and Chinese are all languages taken over the last couple of years by students within the college)
3. The teacher in charge of Oxbridge Liaison works with the Deputy Head (Director of Studies) and the Headmaster to maximise access.
  - Visits are arranged from Oxford and Cambridge admissions tutors to the college
  - College organised visits to open days are organised annually
  - There is a full programme of extra lessons and teaching for Oxbridge, Medical, Law and Dental school applicants
  - Generic advice meetings are organised
  - Practice interviews with academics, surgeons and lawyers are arranged for candidates being interviewed for any course
4. Young Writer competitions (all years)
5. Oxbridge essay competition (L6)
6. Creative Writing for Baeda (all years)
7. St Bede's Reads (charity) lower school

8. Philip Caveney visiting author
9. Book Group (with the librarian)
10. 6<sup>th</sup> Form Challenge: an annual Manchester Lit & Phil competition
11. Design Technology students are entered for National Competitions
12. Numerous students compete at national level in many sports, notably athletics, water polo, netball, and football. The college encourages the exposure of students in this way by extensive participation in regional and national competitions
13. Art students exhibit at local galleries: specifically we have been regular participants in the annual Portico Gallery exhibition
14. The Lit and Phil Society acts as the umbrella organisation for enhanced co-curricular provision in the Upper Fifth and Lower Sixth.
15. A level Mathematicians may choose to study Maths and Further Maths at a faster pace by joining the so-called 'Fast Track Further Maths' course which aims to allow students a greater pace and demand as well as time to study further areas in other subjects
16. Medical students extend their skills with further experience arranged with our network of parents and contacts within the Greater Manchester area
17. Drama students and those with theatrical aptitude will be encouraged to join National Youth Theatre auditions.
18. Public Speaking is a regular feature of life at the college and recent successes have included first prize at the Greater Manchester event organised by the Catenians.



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## STUDENTS WITH DYSLEXIA

### Applications to the College

A small number of students applying to the College may be diagnosed as dyslexic or having dyslexia related learning needs. This small group of students must be provided with an educational programme which is appropriate to their needs. The following strategies are employed:

- parents of pupils who apply to take the College Entrance Examination are invited to declare the condition
- parents are encouraged to provide documentary evidence of the level of dyslexia so that entrance examination provision can be appropriate e.g. papers being enlarged, printed on different colour paper etc
- the post-examination interview is conducted with full knowledge of the dyslexia
- places are offered on evidence of a level of academic ability which suggests that the student will benefit from an academic grammar school education
- an appropriate learning plan is offered to students with the possibility of individual support teaching.

### Existing Students

There are a number of pupils in the College who have been assessed by an Educational Psychologist as dyslexic. All recommendations are noted and responded to within the limitations of existing expertise:

- where extra time is recommended for examinations then this is provided
- if students are encouraged to use a laptop computer this is encouraged
- if placement at the front of the class is recommended then this is arranged
- information is given to all the individual pupil's teachers so that they are aware of the condition
- specific provision is made during internal examinations with a separate examination room, extra time, larger paper or print if required and extra breaks.

There is another small group of students whose learning difficulty is 'picked up' through our standard assessment procedures. These procedures include:

- Administration of the Youngs' Spelling Test to all U3rds in Sept and repeated for all L4s the following September
- The MidYs Test administered at the same time to U3rds
- Core Subject Testing at Christmas for U3rds
- Summer Examinations for all students from U3 – L5
- General observation of written work and general demeanour

If a student causes concern then their case is reported to the Deputy Head (Pastoral), who is the SENCO and who will liaise with the parents to communicate that concern. A meeting may be arranged.

Parents will be offered the opportunity to take a pre-screening test, run in school – the Lucid test – to see if there is a strong possibility of Dyslexia. This will be at no cost to the family.

On the basis of the result or in line with parental wishes, they will be advised to have a private Psychological Assessment done, at their own expense, to confirm a diagnosis.

Parents of dyslexic pupils are offered an interview at each Parent/Teacher evening to discuss progress or anxieties. This is usually with the Head of Year and the Deputy Head (Pastoral).