



John Colet School

Special Education Policy

Revision Schedule and Stakeholders

Revision Schedule

<i>Date</i>	<i>Version No.</i>	<i>Changes</i>	<i>By:</i>
1/8/00	V1.0	New Document	Headmaster
1/6/05	V1.0	Review – no change	Headmaster
10/3/10	V2.0	Review – changes to last paragraph	AW
13.2.12	V2.1	Additional section re financing	Headmaster

Stakeholders

Document Owner
Headmaster

Document Reviewers
Board of Governors
Administration Manager

Document Approval			
<i>Name</i>	<i>Version No.</i>	<i>Date</i>	<i>Approved?</i>
Board of Governors	1.0	15/7/05	Yes
Board of Governors	V2.0	10/3/10	Yes
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Document Distribution
Board of Studies
Employees
Parents

Introduction

The general approach of the school is to accept any child as long as this does not cause unreasonable hardship to the school or significantly interfere with the education of other children. The school will, within reason, do what it can to adapt so each child's needs can be met.

The general guideline of the school is that each child, regardless of age, should work at such a level that the task is neither too easy nor too hard, but is pitched such that they learn systematically with a balance of the confidence of success and the stimulation of challenge.

While most children are expected to proceed with their age cohort, exceptions to this general rule are made for **acceleration**, or **ability grouping** in certain subjects (eg Spelling); or **repeating** a student who is struggling in some or most academic areas.

There are two categories of Special Education:

Special Education (properly so called)

This includes children with diagnosed conditions such as Downs Syndrome and Cerebral Palsy, ADHD, a significant level of dyslexia or Aspergers Syndrome. As far as possible children in this category will receive special programs, teachers, teachers aides and/or withdrawal from the mainstream class as is thought appropriate by the class teacher, special education staff, parents and in consultation with any experts in the field of the child's disability. The aim of the school is to integrate special needs students with their peers and have them follow the usual curriculum as far as is possible.

Where it is not possible or where this clashes with the good progress of either the special needs student or his or her class, the student may receive regular one to one or small group tuition and/or a modified class program. A special education student's program is drawn up by the special education co-coordinator in consultation with the class teacher and any experts in the field. It is implemented by the student's remedial tutor(s) and class teacher and possibly the student's parents.

Remedial Education

This category refers to children with learning difficulties or significant weaknesses in dealing with areas of the curriculum, particularly English and Mathematics. The aim with this group is that they will catch up to their age cohort. Depending on their degree of learning difficulty this aim either will, or will not, be fully realised.

Children in this category will, as far as possible, be offered extra tuition of a remedial nature. This may be one-to-one tuition or special remedial groups. The decision will rest with the special education staff in consultation with the class teacher, the headmaster and the child's parents.

Regular testing and documentation will ensure that progress with remedial children is kept up to date. While the ideal is that all children with needs in this area will receive extra help, the resources of the school are such that some selection must inevitably take place. Those with the greatest need will be offered help first.

Allocation of time-resources

The school will endeavour to meet the needs of the school population in terms of special education. However the ratio of special needs students to school population fluctuates and times allocated to each student in need will vary.

Allocation of specialist teacher time – and special resources is made on a basis of need. Need is defined as the difference between a student’s level of functioning – both academic and behavioural – and his or her peers.

Financial Arrangements

As a matter of equity the basic tuition fee that is paid for each child covers the cost of educating that child in the full John Colet curriculum, and includes many additional and special aspects such as excursions, lunch and specialised subjects such as Sanskrit and Singing.

However, there is an additional charge for some extra parts of the school’s offerings which are for selected groups of children, such as Chess, Fencing and some Music lessons. While a portion of the extra tuition needed by remedial and special needs children is covered by the basic tuition fee, some children require significant extra help and, in negotiation with the parents some contribution may need to be paid for by the parents.