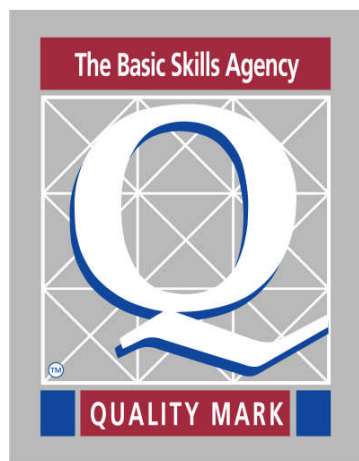
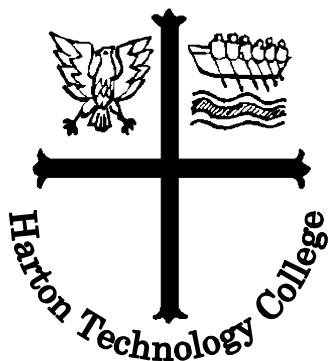


Contacting us

The Head of the Equal Opportunities Department and his four teaching colleagues can be contacted by:

- writing to the Equal Opportunities Department, Harton School, Lisle Road, South Shields NE34 6DL;
- telephoning (0191)4564226, ext. 246.

The Equal Opportunities Department's page on Harton School's website is at www.harton-tc.co.uk/special_needs.html.



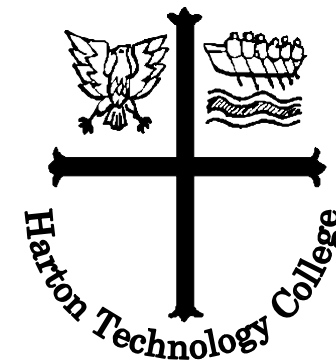
Our department

President Kennedy once said: "All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents."

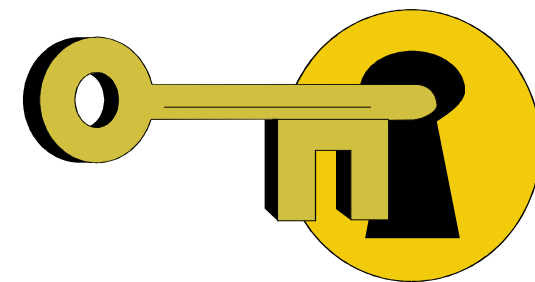
The Equal Opportunities Department seeks to promote, in general, the educational inclusion of all students in our community and to support, in particular, those who are identified as having special educational needs (SEN).

Harton School's Special Educational Needs Co-ordinator (SENCo), Mr V. R. Stonehouse, heads the Equal Opportunities Department. He is assisted by four other teachers, Mrs D. E. Lynch, Mr C. Quinn, Miss J. Whiteley and Mr D. R. Wilson. Each member of the team specialises in a different area of SEN, e.g. Dyslexia, and is responsible for the identification and support of all learners experiencing difficulty within one of the school's five year groups. Miss Whiteley has now successfully completed a course qualifying her to identify specific learning difficulties and to approve candidates for examination access arrangements, e.g. a "reader" who can read the question paper to them.

The Equal Opportunities Department is based in Harton School's Technical Block. It has an office, Room 50a, doubling as teaching accommodation for individuals and small groups, a computer suite (Room 50) and two classrooms, Rooms 51a and 51b, also equipped with PCs.



Equal Opportunities Department



A Guide for Parents

Our work

Our department has responsibility for the registration, support and review of all students with SEN within Harton School.

The Special Educational Needs Code of Practice for England and Wales requires us to register our students

- at **School Action**, where all support comes from within the school's existing resources;
- at **School Action Plus**, where other agencies, such as the Educational Psychologist, are involved in decision-making and resource allocation;
- as having a **Statement of Special Educational Needs**, following a formal assessment.

We monitor progress via **Annual Reviews** and **Individual Education Plans** with termly targets.

Our Key Stage 3 work

At the beginning of Key Stage 3, we aim to continue the special educational provision that junior schools have already put in place.

Year 7 students who arrive at School Action or School Action Plus or who have Statements of Special Educational Needs will remain at that stage of the national Code of Practice. Others, who fall short of National Curriculum level 4 in English or Mathematics, may be registered at School Action.

Our work (cont.)

Those on the Special Educational Needs register become eligible for various levels and categories of learning support. They may

- participate in computer-based literacy and numeracy sessions before and after school;
- attend a small literacy progress group meeting during morning registration;
- have lessons in a small group, with in-class support, to improve their access to a broad and balanced curriculum.

Individual Education Plans and Annual Reviews are used to set targets and monitor their progress.

Our Key Stage 4 Courses

During Key Stage 3, our focus is on the development of literacy and numeracy in our students with special educational needs. We aim through specialist teaching and classroom support to provide them with the basic skills to access the full curriculum and to perform to the best of their ability in the end of key stage SATs in English.

At Key Stage 4, the emphasis shifts to broader issues. Some students with special educational needs attend small-group sessions where we provide help with study and revision skills, coursework and reading development. We aim to ensure that any residual literacy or organisational problems do not impede academic progress.

Our resources

Most mainstream secondary school special educational needs departments are staffed with no more than one or two teachers. Our department boasts five, one for each of the year groups at Harton School.

We also employ a large team of learning support assistants, who work with small groups and individuals or go into subject teachers' lessons to make the curriculum more accessible for certain students.

Our Educational Psychologist, who visits weekly, administers tests, diagnoses learning difficulties, dispenses professional advice, conducts individual and therapeutic work and enables access to special teaching and assessment arrangements.

Following our many successful bids to the South Tyneside Inclusion Panel for additional resources, the local educational authority provides us with the services of peripatetic learning support teachers who administer specialist programmes for those with dyslexia and similar difficulties.

Generous staffing is deployed to ensure that all our students, regardless of ability or aptitude, make satisfactory progress and fulfil their potential. Such human resources are complemented by a range and variety of material support, e.g. desktop and laptop computers, integrated learning systems, literacy and numeracy support schemes and strategies that improve memory and organisation skills. We were recently awarded the Basic Skills Quality Mark.