



## **Pupils in the Senior School with Additional Needs**

### **Aims**

This policy aims to ensure that the needs of all pupils, regardless of their educational aptitude, are met, and that they are able to achieve success at Campion. Campion addresses this under three headings, but the aim remains the same:

- English as an Additional Language (EAL)
- Special Educational Needs (SEN)
- Gifted and Talented

### **Objectives of the Policy**

- To ensure that barriers to learning are reduced and in some cases eliminated.
- To ensure that all children reach their potential.
- To create a school environment in which all children are included and valued.
- To ensure that our pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that the diverse needs of pupils are identified.
- To make reasonable adjustments to enable children with additional needs to access the curriculum offered.
- To continue to assess and monitor progress
- To ensure smooth transition through the school.

### **English as an Additional Language (EAL)**

The multilingualism and culture of our EAL pupils enriches our school and our community. Having a home language other than English is not a learning difficulty: EAL pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.

The needs of EAL pupils vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles. Well-planned lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils. However, where appropriate this is supplemented by the teaching of Extra English in a small classroom environment (see timetabling).

### **Special Educational Needs (SEN)**

A pupil is considered to have a Special Educational Need (SEN) if they have a difficulty which requires special educational provision to be made for them. These may include:

- Learning difficulties
- Physical difficulties
- Emotional and behavioural difficulties
- Communication difficulties
- Medical problems
- Sensory problems

The policies and practices of Campion School generally follow the English national curriculum. We follow the UK SEN Code of Practice as far as is appropriate within the context of the school.

Campion believes in a whole-school approach to Special Educational Needs. We promote a comprehensive identification and assessment procedure so that all pupils with Special Educational Needs may be recognized and given appropriate support. Pupils' needs are addressed within mainstream lessons and within the existing curriculum framework as far as possible. The school provides some Learning Support lessons for pupils requiring additional assistance. We aim to build on pupils' strengths whilst supporting them in areas of weakness. The school believes that working in partnership with parents in the management of Special Educational Needs is essential.

We recognize that the school is a small, English-speaking school in Greece. The support systems offered by the state are not always relevant to the needs of our pupils. We use private support systems when necessary. The school keeps a list of suitably qualified professionals, who are able to offer support. *The cost of this support is additional to the regular school fees.*

### **Admissions Arrangements**

As identified in our Admissions policy, a child who has previously been educated in a language other than English will be tested to discover their current level of ability in the English language.

In order to inform the decision of whether or not to admit a child with SEN, relevant assessment reports from specialists may be requested. These reports must not go back further than 2 years prior to the date of application for admission. In addition the school may request assessment by the SENCO (Special Educational Needs Coordinator) prior to admission.

The school will accept a pupil if it is felt that the school can meet the pupil's needs within the existing curriculum framework and that an acceptable level of learning can be achieved, without causing problems to the learning of other pupils within the class.

The Headmaster reserves the right to review the continued registration of any child whose circumstances change significantly during their time at school. The Headmaster may also review a child's continuing registration in the school where it becomes apparent that not all relevant information was made available to the school at the time of admission.

The school may also accept a child for a defined period of time, for example, during the Early Years Foundation Stage, where a child's needs may be more easily incorporated within the class structure.

### **Senior School – Transfer, SEN Identification and Provision**

The Year Tutor for Year 7 is informed of pupils requiring learning support in Year 7 and of their language preferences before Easter (of year 6).

A meeting with the two SEN coordinators, the Year Tutor for Year 7 and the Year 6 Class Teachers takes place before the end of the school year to discuss the pupils with Special Educational Needs in Year 6. Transfer reports are completed which state strengths and weaknesses and list accommodations which have proved useful in the Junior School. All past reports, assessments and copies of Learning Support forms are passed on in the pupil files.

At the beginning of the new school year the Senior School SENCO informs the relevant teaching staff of the needs of transferring pupils and of new pupils with SENs.

In the Senior School the SEN Coordinator (Mrs Valerie Bodington) is responsible for coordinating assessment and provision for children with special educational needs.

The Learning Support classroom (B14) has been designated for teaching small groups and has appropriate resources for teaching across the curriculum. Pupils also have access to IT resources such as internet and computer and printer in the library and IT room.

Disabled access to the school is by the lift (pupils may use it with a helper) and there is a toilet for the disabled on the ground floor.

### **Role of the SEN Teacher in the Senior School**

It is the role of the SEN coordinator to:

- Encourage through positive support the self-confidence of pupils with SEN.
- Heighten the awareness of all staff teaching in the school of the special needs of pupils and the type of help they require.
- Identify and assess those pupils with SEN.
- Ensure the needs of pupils with SEN are met by way of individual or group support.
- Monitor progress of pupils with SEN and maintain records of this.
- Support staff in the Senior School in producing materials for SEN pupils.
- Consult with school Examinations Officer for special arrangements.
- Liaise with outside agencies where appropriate.
- Develop links with Year 6 SEN pupils in the Junior School.

### **Timetabling**

Pupils identified and assessed at entry in Year 7-9 as having SEN or EAL and who would benefit from additional support (SEN stage 3) attend sessions against a foreign language following consultation with the parents. At Campion, Greek is studied by nearly all of the pupils; Spanish or French is chosen as a third language in Year 7. Usually, EAL is timetabled at the same time as Greek, and Learning Support is timetabled at the same time as Spanish/French. In cases where this is not feasible, pupils may attend learning support or Extra English against another subject as long as written consent from the parents is provided. Learning Support or Extra English is not offered formally in the option choices for Years 10-11 (IGCSE), but if a pupil who has been assessed formally and has need of modified timetable arrangements then Extra English or Learning Support may be offered in place of an option choice.

Students' entry onto the IB programme is contingent on their ability to achieve academic success independently; consequently, students do not receive designated EAL or LS in IB 1 or 2. However, their progress and academic achievement is still monitored and the PEP remains in place.

## ***The SEN Procedure and its Management***

Throughout the whole procedure, the school believes that support for the pupil is best achieved when working in concert with the family, and so parents are kept informed at each stage of the process. This may be face-to-face or by electronic communication.

### **Stage 1: Initial Concern**

Teacher(s) approach(es) the SEN coordinator or Year Tutor and Head of Seniors expressing concern regarding the performance of a specific pupil in their class. The SEN coordinator and Year Tutor and Head of Seniors meet and discuss the pupil's overall performance (looking at the pupil's file, gathering information from other subject teachers, etc). The SEN coordinator then makes suggestions for modifications in the classroom to individual teachers and monitors the pupil's performance until the Review Date set in agreement with the Year Tutor and Head of Seniors. Stage 1 may also be triggered by parental concerns.

### **Stage 2: Class-based action**

Following the Review Date, if the pupil's performance continues to raise concern, the SEN coordinator's responsibility is, primarily, to perform classroom observations and collect information from all teachers working with the pupil. The parents are then consulted. If the parents give their consent, assessment is carried out. Assessment of the pupil involves acquiring information on their educational profile and is carried out by the SEN coordinator. If necessary, the SEN coordinator suggests further external specialist assessment (psychological, educational, psychiatric, medical, speech/language). If the parents do not give their consent, the SEN coordinator and Year Tutor /Head of Seniors set a Review Date whilst modifications for the pupil remain at Stage 1. Based on the acquired information, classroom modifications and monitoring are suggested and implemented. A Review Date is set between the SEN coordinator and the Year Tutor/Head of Seniors. If there is still concern, then Learning Support may be offered after consultation with parents. Where issues relate to medical conditions, the school nurse plays an important part of the process. Emotional support is usually provided by the pastoral system, especially the relevant year tutor, where appropriate, and with parental permission, advice and/or assessment might be sought from the school Educational Psychologist – Mrs Maria Psarou.

### **Stage 3: Learning support**

Learning Support involves teaching on a one-to-one basis or in small groups and is offered to pupils who have identified Special Educational Needs and would benefit from a structured educational programme focused on their needs. These pupils attend Learning Support against a second/third language or against another subject, only if the parents give their consent in writing.

The SEN coordinator is in close contact with the Year Tutor, Head of Seniors and individual teachers so as to meet the pupil's SEN, and make necessary classroom modifications and monitor his/her progress.

The SEN coordinator writes up a Personal Education Plan (PEP) for each pupil in learning support where the educational needs of the pupil are explained, along with the aims set for the current term in Learning Support and suggestions for the classroom. A copy is also given to the parents, usually electronically, and the SEN teacher can outline the pupils' expected progress and achievements.

Summaries of these reports are emailed to teachers and copies placed in the staffroom accessible to all relevant teachers.

New pupils who already have specialist reports which indicate a specific learning difficulty or who have received Learning Support at their previous school may be offered a place in the Learning Support programme if appropriate.

#### **Stage 4: Modified Programme**

A Modified Programme is usually only offered after the recommendation of a specialist assessment (usually an Educational Psychologist's report). In Year 7-9, pupils broadly follow the Key Stage 3 objectives and some SEN pupils may require some support in literacy skills to access the curriculum successfully. The SEN department has built up a range of resources throughout the curriculum to reinforce skills and knowledge in many subject areas. The SEN teacher may provide some support in class if timetabling allows, but the majority of teaching is done mainly by withdrawal from second/ third language lessons or other subject (with parental agreement). There are no in-class Learning Support assistants at this time. In the case of Years 10-11, SEN pupils may be offered Learning Support after a formal assessment has been undertaken. A review of progress and achievement is done after every term report and recommendations for continued support or changes are implemented.

#### **Gifted and Talented**

Whilst the support offered is very different, the primary aim is the same, to ensure that pupils achieve maximum success at Champion. The school recognises that "gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group" (DfE). Whilst additional "support" is not required to support the learning of these pupils, a number of strategies are employed to fulfil the aims and objectives of this policy.

We recognise that it is important for gifted and talented pupils to work at an appropriate pace and in a variety of settings. Some of our able pupils grasp concepts quickly and are ready to move to the next or more demanding work; at times they may also require more time than others to complete work to their own satisfaction. Not all of our able pupils will be good at all subjects and this may mean that some gifted and talented pupils will work in different ability groups for different subjects.

As appropriate, teachers provide differentiated activities and a range of support and resources for gifted and talented pupils. This may include extension activities that are more demanding of their abilities. Alternatively, the learning objectives for Gifted and Talented students may be different from the rest of the class and additional leadership responsibilities allow different skills and talents to develop. The extensive range of enrichment activities on offer at Champion provides and enables different ways of thinking and working, and Gifted and Talented students are encouraged to participate in these activities.