

## **Campion Junior School Special Educational Needs Policy**

### **Introduction**

This document is designed to outline the policy of Campion Junior School towards pupils who have Special Educational Needs. It also sets out the systems and practices used to identify and address the needs of these pupils.

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 recognised and given appropriate support. Pupils' needs are addressed within mainstream lessons, within the existing curriculum framework as far as possible. The school provides some Learning Support lessons for pupils requiring additional support. 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. This support is arranged by the parents and the cost is met by the parents themselves.

### **Definition of Special Educational Needs**

A child of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school

These may include:

- Cognition and learning difficulties;
- Physical difficulties;
- Behavioural, emotional and social difficulties;
- Communication and interaction difficulties;
- Medical problems;
- Sensory and physical difficulties.

## **Objectives of the Policy**

The objectives of Special Educational Needs provision are:

- To ensure that all children reach their potential;
- To create a school environment in which all children are included and valued;
- To ensure that the diverse needs of pupils are identified;
- To make reasonable adjustments to enable children with Special Educational Needs to access the curriculum;
- To continue to assess and monitor progress to ensure that Special Educational Needs are being met;
- To recognise that parents have a vital, active role to play in supporting their child's education;
- To listen to the views of children and take them into account;
- To ensure smooth transition through the school.

## **Admissions Arrangements**

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 students within the class.

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 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 programme.

## **Identification and Provision**

The school recognises the need for the early identification, assessment and provision for Special Educational Needs, in collaboration with parents and other relevant agencies.

In the Junior School the SEN Coordinator, Mrs. J Chalikiopoulou, is responsible for coordinating assessment and provision for children with Special Educational Needs.

## **Role of the SENCO**

- Overseeing the SEN policy;
- Coordinating provision and support for children with Special Educational needs;
- Planning and implementing Learning Support programmes for children with Special Educational Needs;

- Liaising with Class Teachers and Assistants to advise, inform and support them in their role;
- Overseeing and collating the records of all children with Special Educational Needs;
- Contributing to discussions and liaising with parents of children with Special Educational Needs, alongside the class teacher;
- Contributing to training and support of staff in meeting the needs of children with Special Educational Needs;
- Making contact with and liaising with external specialist agencies;
- Advising parents of additional support available in the community when this is needed;
- Working with the SENCO in the Senior School to smooth the transfer of children with Special Educational Needs and to ensure that all records are passed on;
- Informing Year 6 parents of language options in the Senior School, so that appropriate decisions can be made about language options and Learning Support.

### **The Staged Model**

The school follows a four-stage model.

Stage 1 - Initial concern

Stage 2 - Class based action

Stage 3 - Learning Support

Stage 4 - Learning Support and a modified programme.

There is a room designated for Learning Support lessons. This is equipped with two computers and resources to support curriculum differentiation and the delivery of specialised programmes to meet the needs of pupils with Special Educational Needs. There is a lift to allow access to the first floor and there is a disabled toilet on the ground floor.

### **Stage 1 - Initial Concern**

This stage involves the initial observation and recording of difficulties experienced by a pupil. The Class Teacher completes an Initial Concern Form (see appendix 2) and monitors the pupil with the aim of identifying areas of difficulty and factors which are contributing to the difficulties. The views of the parents, the child and specialist teachers are sought if relevant.

Children who are new to the school stay at this stage for six months, unless there is information suggesting a previously identified Special Educational Need or there are serious difficulties.

If the pupil is an English Language Learner, it is important that teachers consult with the EAL teacher. In addition teachers should take into account cultural differences which may affect the pupil's access to the curriculum.

Pupils at this stage are not placed on the Special Educational Needs Register.

## **Stage 2 - Class Based Action**

This stage may be initiated by the class teacher or by the parents.

Once a teacher has monitored a pupil and identified areas of difficulty he/she may feel that it is necessary to introduce Class Action to meet the child's needs. On the basis of the information gathered by the teacher, class accommodations are employed within the usual curriculum framework. In Years 1 and 2, Class Action may involve a pupil remaining in class during the language time so that small group work with the class teacher is possible. In Years 3-6, pupils who attend Greek as a Foreign Language have two language lessons at their disposal. These may be used by the class teacher to implement Class Action. Class Action may also involve more clearly defined strategies for management in the class room and at home e.g. closer checks on the homework diary, more systematic communication between home and school about behaviour and attitude, a change in seating within the class.

This intervention is recorded on a Class Action Form (see appendix 3) and parents are informed.

Pupils who attend EAL are monitored by the EAL teacher and the Class Teacher. If they are concerned about the possibility of a learning difficulty, they refer the case to the SENCO. Changes in language lessons should always be confirmed in writing, by the parents, after a discussion with the class teacher.

At this stage overall responsibility lies with the Class Teacher. He/she informs or seeks advice from the SEN coordinator and consults with the child's parents. The Class Teacher monitors and reviews the child's progress.

Informal reviews with the SEN coordinator should take place prior to the October and February parents' evenings. After consultation with the parents at the scheduled meeting a decision is made:

- To discontinue Class Action if progress has been seen;
- To continue with Class Action if appropriate;
- To refer the pupil for an Initial Assessment by the SENCO.

On the basis of the Initial Assessment and Class Teacher observations and assessments a decision is made as to whether a pupil should be entered into the Learning Support programme.

Learning Support is offered to children from Years 1 to 6. Children at the Early Years Stage who need support are given this support by the Class Teacher, after consultation with the SENCO or in some cases the SENCO may work with pupils in their classrooms.

## **Stage 3 - Learning Support and Further Assessment**

This stage involves additional assessment of the pupil by the SENCO. The pupil receives extra support in Learning Support lessons. Learning support is time-tabled during language lessons if possible so that pupils are not withdrawn from scheduled class lessons.

Intervention at this stage is recorded on a Learning Support Form (see appendix4). This records the accommodations to be followed in class, the objectives for learning support lessons, and the action expected from the parents and the pupil. The content of these forms is discussed with the pupil during Learning Support lessons and with the parents during the scheduled parents' evenings in October and February. Parents who do not attend these meetings are invited to attend at an alternative time.

At this stage the SEN coordinator may request a Specialist Assessment.

The school keeps a list of specialists who are appropriately qualified and are registered with appropriate professional bodies. The SENCO is responsible for coordinating the appropriate action based on the recommendations of specialist reports. A review meeting is held after specialist reports are received so that the parents and the class teacher can discuss future management with the SENCO. Where interventions such as Speech Therapy or Occupational Therapy are recommended, it is the responsibility of the parent to arrange for these to take place outside school hours. If the specialist report recommends a Modified Programme the pupil will move to stage 4.

New pupils who already have specialist reports which indicate learning difficulties or who have received Learning Support at their previous schools are placed in the Learning Support programme on entry.

Pupils at this stage each have their own Individual Educational Plan.

This document sets out short term targets and strategies that will assist pupils in making progress in the specific areas of communication, literacy and mathematics or to help modify their social/emotional behaviour. It is a working document for teachers, parents and children to view as necessary.

The IEP records interventions that are additional to, or different from the differentiated curriculum plan already implemented in the mainstream classroom.

It is usual for targets to be set twice a year; in October and February of each academic year. They focus on three or four key individual targets. The SENCO/Learning Support teacher, after consultation with the pupil and class teacher, will record the IEP which generally includes the following information.

- SMART short term targets (Specific, Measurable, Achievable, Realistic, Timed);
- Teaching strategies and provision: Resources and teaching staff required;
- Success or exit criteria;
- Outcome of intervention-recorded when reviewed;
- Views of parent and child.

Individual Education Plans are reviewed twice a year. Progress is discussed with the parents-usually at Parents' Evening, when they receive a copy of the IEP. This does not mean that the targets are static or are the only subjects covered in Learning Support lessons. They are under review and can be modified, depending on the progress made, at any time during the course of the year.

Copies of IEPs are kept by the SENCO/Learning Support teacher in each child's file. Also, an electronic copy is saved on the Learning Support Department's computer (Password protected).

#### **Stage 4 – Modified Programme**

The decision to move a child to this stage will only be taken after the recommendation of a specialist assessment.

This stage involves the class teacher and the SEN coordinator planning a programme of work

for the pupil. This is planned within the school curriculum framework, but the pupil may work on objectives from previous year groups in many areas of the curriculum and the recording work undertaken may be different from the rest of the class. The pupil will continue to receive Learning Support in language lessons and may miss other lessons for extra Learning Support, if this is considered appropriate. Some children may also receive extra support from outside specialists such as Speech Therapists and Occupational Therapists. The school coordinates as closely as possible with these specialists.

The nature of the difficulties faced by some pupils may require provision to be made which is greater than the resources normally available. In these cases, specific resources and equipment or adult help through a Learning Support Assistant may be required. The additional funding for this is usually met by the parent/carer.

### **Learning Support Files and Documents**

Every pupil who has been referred by a teacher, or who enters the school with Special Needs documentation, will have a separate file in the Learning Support Department that contains all relevant information. It is usual for the file to include some or all of the documents listed below:

- Initial Concern Sheet submitted by the Class Teacher;
- Provision Sheet (Class Action or Learning Support accommodation record);
- Any assessments conducted in school;
- Educational Reports from outside professional specialists (Psychologists, Speech & Language Therapists, Occupational Therapists, Developmental Paediatricians, Optometrists etc.);
- IEPs; Minutes of meetings with staff, professionals and parents that are pertinent to the pupil's Learning Support provision.

All files are stored in a locked filing cabinet. They are accessible to teaching staff (within the Learning Support classroom) at the discretion of the parents and by permission of the Head of Junior School.

### **Transfer to the Senior School**

The Senior School SENCO is informed of students requiring Learning Support in Year 7 and of their language preferences before Easter.

A meeting with the 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. These outline strengths and weaknesses and list accommodations which have proved useful in the Junior School. All past reports, assessments, IEP's 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 Special Educational Needs.

### **Review of the Policy**

This policy will be reviewed biannually by the SENCO and the Head of Junior School

Next review: March 2016