



Warwick Academy

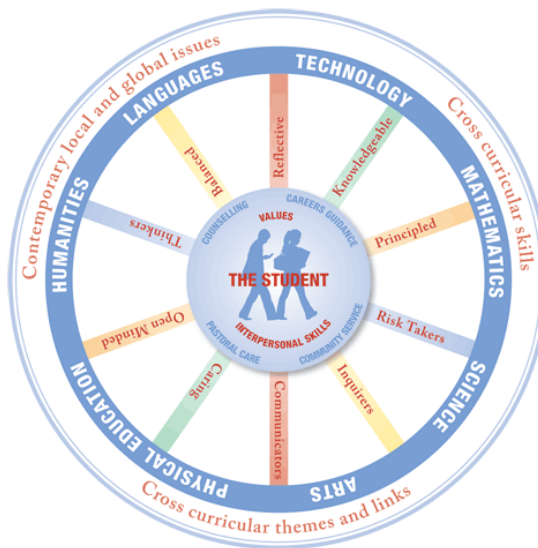
'so much more than a place to learn'

Primary Special Educational Needs (SEN) Policy

Mission Statement

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

CURRICULUM MODEL



NOTES

To be reviewed: September 2020

Staff involved: HS/JH/MF/JF

Dated: February 2020

Introduction

Warwick Academy is committed to providing an academically rigorous, caring and safe educational environment for all who learn here. We promote student success by identifying student needs and implementing a comprehensive programme that addresses academic and personal/social development. This policy refers to children and young people with special educational needs (SEN) and disabilities. Warwick Academy expects all staff, teaching and non-teaching, and volunteer workers to share this commitment.

Aims

The aims of this policy are:

- To ensure that students with SEN are identified and provided for
- To make clear the expectations/roles/responsibilities of all involved in this process
- To enable all students to have full access to all elements of the curriculum
- To create an environment that meets the needs of each student
- To ensure that our students have a voice in this process
- To ensure that parents are able to play a part in supporting their child's education

This policy demonstrates Warwick Academy's commitment to ensure that all of our students, including those with SEN, are given equal opportunities to fulfill their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

This document is available to all interested parties, including parents and parents of prospective or incoming students; on the school's website, the VLE (Virtual Learning Environment) and on request from the school office. It is reviewed annually by the Strategic Team, the Primary Management Team, Head of Guidance & Learning Enrichment (HGLE), and the Guidance and Learning Enrichment Team; or as events or legislation change requirements. The next scheduled date for review is September 2020.

General Expectations:

- We expect all students to achieve the maximum possible for their ability and, to this end, teachers set suitable learning targets whilst responding to diverse learning needs.
- We recognise that some children have barriers to learning that may mean they have learning difficulties or disabilities or and require particular action by the school.
- We believe that identifying and supporting learning difficulties or disabilities involves a partnership between all staff, parents or carers, professional support agencies and the students.
- The school is able to advise parents on a range of professional agencies.
- All faculty teach with differentiation.
- Recommendations made within psychologist, psychiatrist, speech and language, optometrist, occupational health or other evaluations from credentialed professionals are implemented within school after consultation with the parents, Head/Deputy Head, and Primary HGLE.
 - If this external evaluation highlights a learning/academic/behavioral need, an ILP (Individual Learning Profile) is created by HGLE, based on information from this evaluation.
- All primary faculty have access to student external evaluations and ILPs.
 - Accessible on a shared external drive and in the students paper file. This information is managed by the HGLE who also holds SEN and clinical meeting notes. Learning Support Teachers will house all files pertaining to academic data, as well as notes for meetings with students and parents.

What is the extent of our students' special education needs at present?

Presently, we have students with a range of needs including: Learning Disabilities, Varied Skill Deficits, Processing Disorders, Language Disorders, Anxiety Disorders, Mood Disorders, Attention and Executive Functioning Disorders, Autism Spectrum Disorders, Developmental Disorders, and Graphomotor Disorders. We also have students with hearing and vision impairments.

Primary School Student Identification & Support Procedures:

1. Students of concern can be identified in a number of ways:
 - a. Concerns raised by Parent, Teacher, Learning Support Teacher, Head, Deputy, or HGLE.
 - b. Student self-referral.
 - c. Our entrance tests.
 - d. School assessments and reports.
 - e. Evaluations received from an external specialist.
2. Teacher meets with parents: regarding ongoing academic, emotional, or behavioral concerns.
3. Basic generic strategies put in place: teachers work with strategies in the classroom and monitor.
 - a. Suggested strategies: extra time to complete work, small group work, differentiated work, preferential seating, collaborative problem solving.
 - b. If there are academic concerns, Learning Support services (Math, Writing, and Reading) are possible in Years 4 – 6, depending on caseload, for up to 2 terms per subject.
 - i. After 2 terms of support, an external assessment & ILP are required for support to continue.
 - c. In Year 3, if there are academic concerns, Learning Support services (Math, Writing, and Reading) are available, depending on caseload, for all 3 terms for all subjects.
4. If suggested strategies help: student is monitored and flagged again if necessary.
5. Strategies in place, but still concerns: teacher completes Referral Form and submits to (HGLE).
 - a. Academic data: recent leveled work, data from standardized tests.
 - b. Action items completed: working with student individually, student conference, parent conference, differentiated work, conferred with Deputy Head of Pastoral (if behavioral concerns).
 - c. Checklist completed.
6. Documentation reviewed by HGLE.
 - a. Consults with other staff and conducts classroom observations as necessary.
 - b. No specialist intervention considered necessary: student is monitored and referred again if needed.
 - c. Specialist evaluation recommended by school.
7. Meeting with parents held with Primary/Deputy Head and HGLE: evaluation recommended and service providers suggested, referral emailed to parents.
8. If parents do not carry out the recommended evaluation, the student is monitored and if concerns are chronic, the recommendations are made again by Head/Deputy Head.
9. Parents follow-up on recommendation with an external evaluation.
 - a. The following will be communicated to parents and external assessor.
 - i. Evaluation to be completed by a registered psychologist, pediatrician, psychiatrist (exceptions for: occupational therapist, speech language pathologist, physical therapist, any other professional with qualifications Warwick Academy deems appropriate).
 - ii. Evaluation must include a diagnosis/classification if it exists that which will impact the students learning.

10. Behaviour scales/academic questionnaires completed for specialist by current teacher (last contact not greater than 3 months), then passed onto (HGLE).
 - a. Photocopied forms placed in student's school file and originals emailed (or postal) to specialist.
 - b. Warwick Academy does not allow the use of electronic behavior rating scales.
11. External Evaluation received by HGLE and if it highlights a learning/academic/behavioral need an ILP (Individual Learning Profile) is created by HGLE based on information from this evaluation.
 - a. The ILP creation process is approximately 2-3 weeks.
 - b. The ILP includes: diagnosis, strengths, goals, accommodations and strategies. The ILP will be used by all teachers working with the student to support him/her with his/her learning.
 - c. The ILP will also contain any classroom/testing accommodations recommended by external evaluation.
 - d. Parents receive ILP and provide feedback.
 - i. Parent statement – their hopes for their child, how their child learns.
 - ii. Favourite classes.
 - iii. Special interests – hobbies, any special clubs or outside activities.
12. A case conference is conducted, if desired by parents, where the evaluation is reviewed and interventions/accommodations are agreed upon. This meeting is led by HGLE and attendees include parents, relevant teachers, and outside professionals.
13. The ILP is disseminated to staff via email and housed on an external secure drive.
14. The ILP is updated whenever any new external evaluation information is received and is reviewed annually.
 - a. New external assessment (psychoeducational evaluation/clinical psychology) every 3 years.
 - b. End-of-year review for all ILPs - LE staff collaboratively work with teachers.
 - i. Document and highlight items that have worked well from the ILP .
 - ii. Add any teacher driven interventions to the ILP.
15. All queries, information, and teacher forms regarding evaluations should be directed to the HGLE.

Guidelines for Parents

If known, parents must disclose diagnosis/classification on the admissions application, otherwise, Warwick Academy cannot guarantee that the student will receive an ILP or accommodations. Should student interventions/accommodations be presented (or discovered) and requested after enrollment, all requests will be directed under this document/policy. Parents are urged to share new evaluations immediately with HGLE so ILPs can be created and updated.

Accommodations we offer for in class assessments, (as recommended by an outside specialist);

- Laptop usage (only provided if the student uses one regularly in the classroom, as per their ILP)
- 25% additional time
- Small group invigilation for mid-year and end of year assessments
- If a scribe or reader is needed, then the school will provide at the cost of the parent/guardian

Confidentiality Statement

All ILPs and external evaluations are treated as highly confidential school documents. Paper copies are kept in a secure area with access for staff only; electronic copies are secured with passwords and restricted access to staff only. We do not release external evaluations or ILPs to any other parties (i.e. other schools) without written permission from the parent/guardian. The only exception to this is in the case of a court order.

All staff are bound by professional employment and teaching ethics of keeping all student information confidential. This is highlighted in contract upon commencement of employment.