



# Warwick Academy

'so much more than a place to learn'

## Primary Special Educational Needs (SEN) Policy

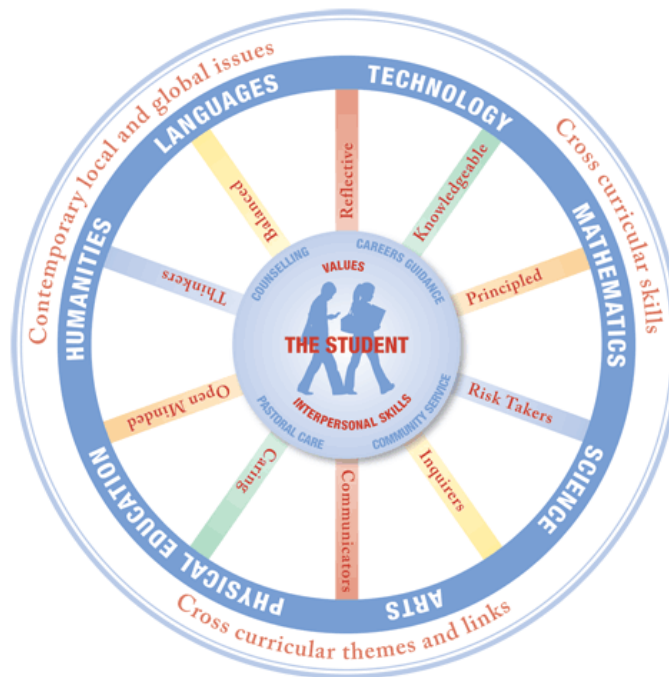
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### MISSION STATEMENT

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.

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### CURRICULUM MODEL



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### NOTES

**Dated:** November 2024

**To be reviewed:** November 2026

**Staff involved:** NAS/IPI/JHO/JFI

## **Introduction**

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

## **Aims**

The aims of this policy are:

- To ensure that students with SEN are supported and provided for;
- To make clear the expectations/roles/responsibilities of all involved in this process;
- To enable all students to have 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 our students, including those with SEN, are given equal opportunities. This document is available to all interested parties, including parents or guardians of current students and 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 (ST), the Primary Management Team (PMT) and the Learning Enrichment (LE) team.

## **General Expectations:**

- All teachers will differentiate and set suitable targets whilst responding to diverse learning needs.
- Supporting learning needs or disabilities involves a partnership between all staff, parents or guardians, professional support agencies and the students.
- The school will advise parents on a range of professional agencies.
- Recommendations made by psychologists, psychiatrists, speech and language pathologists, optometrists, occupational therapists or other evaluations from professionals will be implemented after consultation with the parents, PMT and LE team.
  - If this external evaluation highlights a learning/academic/behavioural need, an ILP (Individual Learning Profile) is created by the Year Level Coordinator (YLC) based on information from the evaluation.
- We undertake to ensure all primary faculty have access to student ILPs.
  - The ILPs will be accessible on a shared drive and placed on CPOMS. This information is managed by the Year Level Coordinator.

## **Assessment Accommodations**

For in-class assessments (based on external reports received and review the process):

- Laptop usage (prerequisites: typing speed and regular use/as per the ILP)
- Additional time
- Rest breaks
- Small group invigilation

- If a scribe or reader is required, the school will coordinate this at the cost of the parent/guardian

## **Guidelines for Parents**

If a diagnosis/classification is known, parents must disclose the same 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 the YLC so ILPs can be created and/or updated and the child can receive support. Parents are to inform the school of any external support, services or medication the student is receiving.

Detailed steps describing protocols on how to receive support are outlined in Appendix A: Primary School Student Support Procedures.

## **Confidentiality Statement**

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

## **Appendix A**

### **Primary School Student Support Procedures**

1. Students of concern can be identified in a number of ways:
  - a. Concerns raised by parent, guardian, teacher, PMT or Year Level Coordinator;
  - b. Our entrance tests;
  - c. School assessments and reports;
  - d. Evaluations received from an external specialist.
2. Class teacher meets with parents regarding ongoing academic, emotional or behavioural concerns.
3. Teachers implement strategies in the classroom and monitor student's progress.
  - a. Suggested strategies include small group work, differentiated work, collaborative problem solving, active breaks, alternative seating.
  - b. If there are academic concerns, learning support services (mathematics and English) are possible in Years 4 – 6, depending on caseload, for up to two terms per subject.
    - i. After two terms of support, an external assessment and ILP may be required for support to continue.
  - c. In Year 3, if there are academic concerns, learning support services (mathematics and English) are available, depending on caseload.
4. Strategies are in place, but there are still concerns: the teacher completes a referral form and submits it to the Learning Enrichment team.
  - a. Teachers need to communicate with their Year Group Team or PMT member for support.
  - b. Once the referral form has been submitted, teachers need to continue to monitor the student and document any additional observations. The YLC should be communicated with (via email or in-person meeting).

- c. Timeline: High risk cases will be prioritized, and the LE team will aim to provide feedback within three to four weeks.
  - d. Teachers may be required to submit academic data including recent leveled work, assessment data, work samples, meeting notes, any communication documents sent home.
5. Documentation review
  - a. The LE team will review all provided documentation and inform teachers of next steps.
  - b. The YLC may need to observe the student in the classroom.
6. Communication with families and team members
  - a. Feedback from other teams may be required: Pastoral, Counselling, Curriculum.
  - b. Teachers are expected to keep the YLC informed of all communication with families.
  - c. Meetings with families may be required, and teachers will receive feedback following these meetings.
7. Next steps
  - a. This can look different for every child.
  - b. If specialist intervention is not considered necessary, the student is monitored, and observations may be submitted again at a later date.
  - c. External service providers/further assessment options may be explored.
  - d. External evaluation may be received by YLC, and if it highlights a learning/academic/behavioral need, an ILP (Individual Learning Profile) is created by YLC.
  - e. A case conference may be conducted, where the evaluation is reviewed. This meeting is led by YLCs, and attendees may include parents, guardians, relevant teachers and outside professionals.
  - f. The ILP is sent to parents for review.
  - g. The ILP is disseminated to staff.
8. 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 three 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.
9. All ILPs are uploaded to CPOMS (Safeguarding and Wellbeing Solution for Schools).
10. All questions regarding ILPs, referrals and evaluations should be directed to the YLCs.