



Warwick Academy

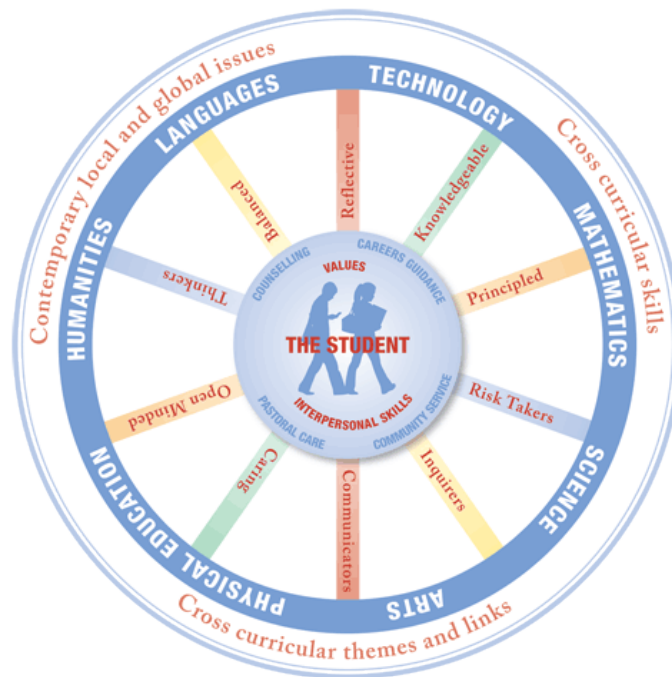
'so much more than a place to learn'

Secondary 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

Dated: September 2022

To be reviewed: September 2025

Staff involved: DHo, MTP, RSU, KLA, KMD, RMS,

Philosophy

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 create an environment that meets the needs of each student
- To enable all our students to have full access to all elements of the curriculum
- To ensure that all our students with Special Education Needs (SEN) are identified and provided a program suitable for their needs
- To ensure all our students are able to reach their academic and personal potential through the implementation of the best possible interventions recommended by doctors and other highly skilled professionals
- To ensure all our students, especially those with SEN, are given equal opportunities to fulfil their potential and are enabled and encouraged to feel worthy and important members of the school community
- To ensure that all our students have a voice in this process
- To make clear the expectations/roles/ responsibilities of all involved in this process
- To ensure that parents are able to play a part in supporting their child's education

The Committee responsible for this document are:

- Secondary Management Team
- Head of Secondary Learning Enrichment: Kerry McPhail-Dill

General Expectations:

- We expect all students to achieve the maximum possible for their ability and, to this end, for teachers to set suitable learning targets whilst responding to diverse learning needs.
- We expect all faculty teach with differentiation.
- We recognise that some children have barriers to learning that may mean they have learning difficulties or disabilities and require particular action by the school.
- We believe that identifying and supporting learning differences involves a partnership between school staff, parents, professional support agencies and the student.

- The school can advise parents on a range of professional agencies.
- Recommendations made from an external evaluation by credential professionals, psychologists, psychiatrists, speech and language professionals, optometrists, occupational health or other evaluations will be implemented within the student's educational program after consultation with the parents, the Learning Enrichment Department and Head/Deputy Head teacher.
- If an external evaluation highlights a learning/academic/behavioural need an ILP (Individual Learning Plan) will be created for the student by the Learning Enrichment Teacher.
- All faculty have access to student ILPs.
- The ILP is accessible on a shared external drive, SIMS and in the student's paper file. This information is managed by the Learning Enrichment Department who also holds SEN and clinical meetings.
- The Secondary SEN Policy will be reviewed annually for minor changes by the Strategic Team, the Secondary Management Team, and the Learning Enrichment and Guidance Departments; or as events or legislation change requirements.
- Full review of the policy will occur every three years or upon significant change in the school's academic honesty protocols/ procedures, the development of new ideas and/or the result of research and data analysis as noted by the committee.
- 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.
- Learning Enrichment 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?

Our current student body includes a range of Special Education Needs: Specific Learning Disabilities, Varied Skill Deficits, Processing Disorders, Language Disorders, Anxiety and Mood Disorders, Attention and Inattention, and Executive Functioning Disorders, Autism Spectrum Disorders, Developmental Disorders, and Graphomotor Disorders. In addition, students with hearing and vision impairments.

Identification of Students with Special Education Needs

All teachers are responsible for identifying pupils with SEN and, in collaboration with the Learning Enrichment Department, will ensure that those pupils requiring support are identified as early as needed.

Upon entering our school, students are assessed in order to build upon their prior learning (see Admission Policy and Assessment Policy). We use this information to provide access points for the development of an appropriate curriculum for all our students.

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 any testing 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 Psychoeducational/Clinical Psychology evaluations immediately with the appropriate Head of Key Stage and Learning Enrichment Department where the ILPs will be created and updated. The school strongly recommends that educational evaluations are updated at least every 3 years.

Secondary School Student Identification & Support Procedures (See Appendix 1):

1. Students of concern can be identified in several ways:
 - Concerns raised by Subject teacher (through department meeting minutes), Head of Department (HOD), Head of Key Stage (HOKS), Learning Enrichment teacher, and/or Parent/Guardian
 - Student self-referral
 - Entrance tests
 - School assessments and reports
 - Evaluations received from an external specialist
2. Students of concern are raised in Student Support Meetings which are held regularly. Deputy Head Pastoral, HOKS, Counselors and LE teacher in attendance.
3. HOKS gathers information about concern/s from relevant parties. Communication with parents – by Learning Enrichment teacher /HOD/HOKS regarding ongoing academic, emotional or behavioural concerns.
4. Targeted teaching and learning strategies put in place – teachers work with strategies in the classroom and monitor. Suggested types of targeted teaching and learning strategies:
 - Extra time to complete work;
 - Small group and partner work;
 - Differentiate content, instruction and assessments;

- Preferential seating.
 - Academic checklist form and/or Behavioural monitoring form
5. Student is monitored for an agreed period of time with strategies in place, but still concerns. The Learning Enrichment teacher/HOKs:
 - Reviews student documentation: School reports and student file;
 - Consults with subject teacher(s), HOD, A/HOKS and other staff;
 - Observes in classroom as necessary.
 6. HOKS/AHOKS leads a conference with parents/guardians and student, HOKS and/or other staff as necessary to discuss additional actions and accommodations to be considered, such as: More specific behavior interventions, differentiated strategies for content, instruction and assessments and/or possible withdrawal from lessons for individual/small group learning enrichment support.
 7. If specialist evaluation is considered necessary, service providers are suggested and referral emailed to parents.
If recommended specialist evaluation not carried out, student is monitored for an agreed period of time and student can receive LE support for no longer than one academic year.
 8. The following will be communicated by the Learning Enrichment teacher to parents and external assessor:
 - Evaluation is to be completed by a registered psychologist, pediatrician, or psychiatrist (exception for occupational therapist, speech language pathologist, physical therapist or any other professional with professional qualifications Warwick Academy deems appropriate)
 - Evaluation must include a diagnosis/classification, if it exists, which will impact the student's learning
 9. Behaviour scales/academic questionnaires must be requested through the Head of Learning Enrichment for teachers to complete.
 - a. Once completed by teachers, the forms are returned to the Head of LE.
 - b. Photocopied forms placed in student's school file and originals directly emailed/delivered to specialist. (Warwick Academy does not allow the use of electronic behavior rating scales.)
 10. Parents must send the external evaluation to the Head of Learning Enrichment and if it highlights a learning/academic/behavioral need an ILP (Individual Learning Plan) is created by the Learning Enrichment teacher based on information from this evaluation.

The ILP Process (See Appendix 2 for a Sample ILP)

1. The ILP creation process is approximately 2-3 weeks, sometimes longer depending on time of year.
2. The ILP includes the Diagnosis, Strengths, Goals, Accommodations (Access Arrangements) and Teaching and Learning Strategies for general and specific subject areas.
3. Teachers will ensure student needs (as identified in the ILP) are met during lessons, where appropriate.
4. The ILP will also contain any classroom and assessment accommodations recommended by external evaluation.
5. Parents and student receive a draft ILP and provide the following feedback:
 - Parent statement – their hopes for their child, how their child learns
 - Student statement- their hopes/goals and how they learn
 - Favourite classes/subjects
 - Special interests – hobbies, any special clubs or outside activities
6. 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 the Learning Enrichment teacher and attendees include parents, relevant teachers, and outside professionals.
7. The final ILP is disseminated to parents/guardians, and staff via email and housed on an external secure drive.
8. The ILP will be updated when new external evaluation information is received and is reviewed as needed:
 - A. New external assessment (psychoeducational evaluation/clinical psychology) every 3 years
 - B. End-of-year review for all ILPs – Learning Enrichment Teacher and Guidance teacher collaboratively work with teachers to:
 - Document and highlight items that have worked well from the ILP
 - add any teacher driven interventions to the ILP.
9. All queries, information, and teacher forms regarding evaluations should be directed to the Learning Enrichment teacher.
10. ILP is disseminated to staff and housed on the I Drive & on SIMS. In the case of new or updated ILPs, the Learning Enrichment Teacher will notify all teachers involved.

Secondary Students with Special Education Needs

The Secondary Program at Warwick Academy supports the policies for the International General Certificate of Secondary Education (IGCSE) of the Cambridge and Edexcel Examination boards and the International Baccalaureate (IB). We believe that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements or Access Arrangements, may be authorized.

Access Arrangements for IGCSE Examinations

The Exams Coordinator will complete a formal request with required documentation for special Access Arrangements for a candidate at least 12 months prior to final exams. Access arrangements can only be applied for students who have had an external assessment (within the last 3 years), where the access arrangement has been explicitly stated in the report and where scores support the access arrangement. The examination boards will accept an assessment that is within 3 years of the examination period or no earlier than the beginning of Year 9.

Access arrangements offered for assessments:

- Rest breaks with stopped time
- Small group invigilation for mid-year and end of year assessments
- Additional time usually up to 25%, or up to 50% if needed
- Laptop usage for word processing, with spellcheck disabled (only provided if the student uses one regularly in the classroom, as per their ILP, see Word Processing Policy)
- Assistive technology: Reader pen, text-to-speech and speech-to-text software
- If a scribe or reader is needed, then the school will provide at the cost of the parent/guardian

The following accommodations can be permitted in examinations at the discretion of the Deputy Head Curriculum:

Rest periods

Supervised rest time maybe allowed, during which time the candidate is not allowed to work on their exam and the time is stopped.

Prompters

A person who can ensure that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem. It cannot be a relative nor a teacher in the school.

Separate Room

If there are exceptional circumstances where a student's needs or way of working will impose on other students taking tests or exams, then requests for separate rooming will be reviewed and if possible, provided in the following way:

- School provides separate room.
- Parent provides funding for separate/private invigilator

The following are access arrangements recommended by an outside specialist and require authorization from examination boards. They must be the candidate's 'normal way of working' in school:

Additional time

Usually 25% (but can be 10% or 50%) more time is allowed for the candidate, which gives them 15-30 extra minutes for every hour of exam time.

Access to writing

Word processing (with or without spellcheck enabled), speech recognition software, transcripts and scribes.

Access to reading

A person or software that reads the questions to the candidate such as a reader pen or text-to-speech software. The reader cannot explain a question or give advice.

Access to speech and communication

A communicator can convey information to a candidate with a hearing impairment.

Access to practical assistance

If a candidate has a physical disability, assistance with practical work can be requested (e.g. geography fieldwork, experimental science, Design & Technology, etc.).

Modifications to examination papers

Normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, colored paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.

Access to extensions and exemptions

Extensions or exemptions can be given when medical or psychological challenges have prevented candidates from completing work or if a candidate is unable to perform. Exemptions are not normally granted but may be authorized when a component demands a physiological function that a candidate is not able to perform.

Access Arrangements for IB Examinations

The following accommodations can be permitted in examinations at the discretion of the IB Coordinator:

Rest periods

Supervised rest time maybe allowed, during which time the candidate is not allowed to work on their exam.

Prompters

A person who can ensure that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem. It cannot be a relative nor a teacher in the school.

Separate Room

If there are exceptional circumstances where a student's needs or way of working will impose on other students taking tests or exams, then requests for separate rooming will be reviewed and if possible, provided in the following way:

- School provides separate room.
- Parent provides funding for separate/private invigilator

The following special accommodations can be permitted with required documentation:

The IB Coordinator will complete a formal request with required documentation for special accommodation arrangements for a candidate at least 12 months prior to final exams. IBO will accept an assessment that is within 2 years of the examination period.

Additional time

Usually 25% (but can be 10% or 50%) more time is allowed for the candidate, which gives them 15 extra minutes for every hour of exam time.

Access to writing

Computer, word processor (with or without spell checker), speech recognition software, transcripts and scribes. This must be the candidates 'normal way of working' in school.

Access to reading

A person or software that reads the questions to the candidate. The reader cannot explain a question or give advice.

Access to speech and communication

A communicator can convey information to a candidate with a hearing impairment.

Access to calculators and practical assistance

A four-function calculator can be used where calculators are not normally allowed. If a candidate has a physical disability, assistance with practical work can be requested (e.g. geography fieldwork, experimental science).

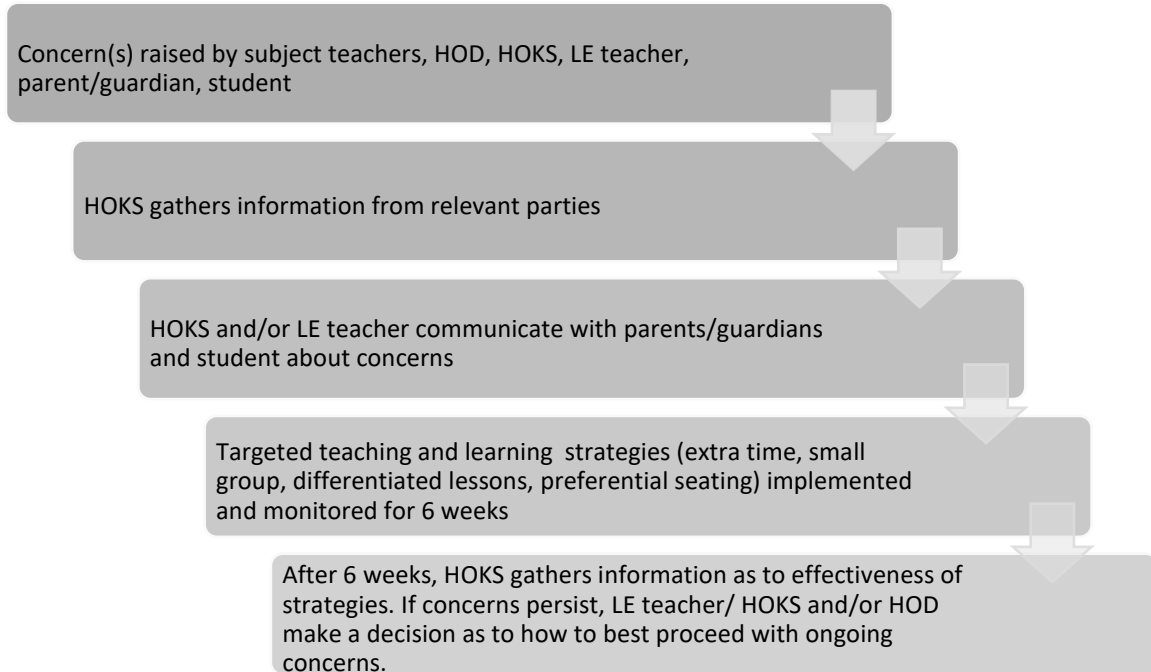
Access to extensions and exemptions

Extensions can be given when medical or psychological challenges have prevented candidates from completing work in time for the coordinator to submit the work. Exemptions are not normally granted but may be authorized when a component demands a physiological function that a candidate is not able to perform.

Modifications to examination papers

Normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, colored paper, overlays, modifications to the visual complexity of the exam or modifications to the language of the exam paper.

Appendix 1: Identification of Students with Special Assessment Needs



Both Departments collaborate when needed and/or appropriate:

Behaviour concerns: Pastoral (Counselling)
<ul style="list-style-type: none">•Counselling strategies• Internal and external services

Academic Concerns: Learning Enrichment Department
<ul style="list-style-type: none">•If specialist evaluation is considered necessary, service providers are suggested and referral emailed to parents•Development of new ILP•Updating of old ILP

An ILP is used to inform the student's educational team and for instructional planning. Please respect its confidentiality.