



Warwick Academy

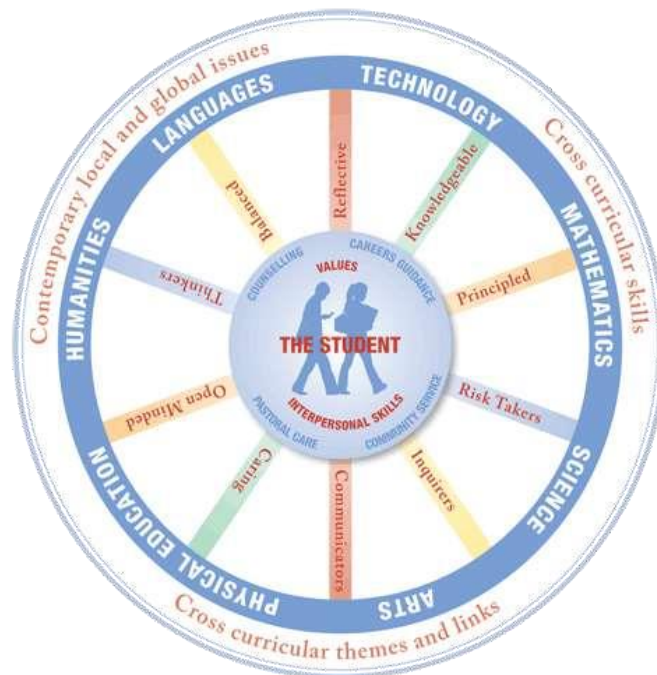
‘so much more than a place to learn’

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 2024

To be reviewed: September 2025

Staff involved: DHO, MTP, RSU, KLA, KMD, RMS, SJA

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

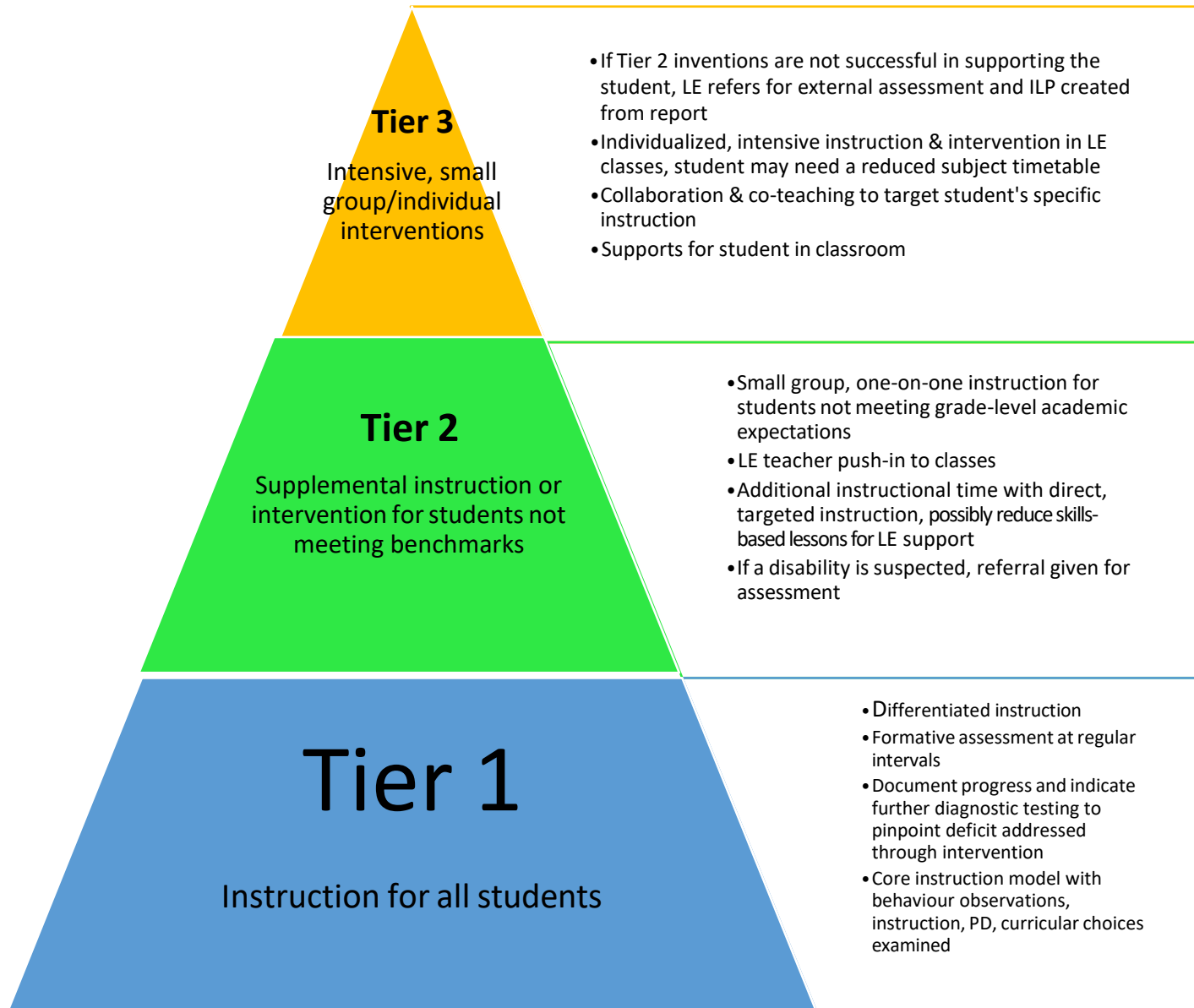
General Policy Requirements:

- 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 staff are bound by professional employment and teaching ethics of keeping all student information confidential. This is highlighted in contract upon commencement of employment.
- **All ILPs and external evaluations are treated as highly confidential school documents. Paper copies and electronic copies are kept in secured areas 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 teachers are responsible for identifying pupils with SEN, implementing the MTSS framework, in collaboration with the Learning Enrichment Department, and ensuring 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.

Our Multi-Tiered System of Support

Our multi-tiered system of supports (MTSS) is a proactive and preventative framework which focuses on providing high-quality, data informed instruction to meet the social, emotional and behavioural needs of every student. (See Appendix 1 for Supports and Interventions)



Multi-tiered System of Support Process

Tier 1 Level of response for all students:

- It is the expectation that all students achieve their fullest potential through **high quality instruction and differentiation** using evidence-based strategies and interventions, developing goals, implementing plans for improvement, assessing the impact of the plan and revising the plan based on student outcomes.
- Identifying and supporting learning involves a partnership between school staff, parents, professional support agencies and the student.
- Students who are having academic or behaviour challenges in subject lessons are to be documented first by the teacher:
 - Weekly formative assessments and termly common assessments of student achievement must be monitored closely by the teacher.
 - The teacher then documents student challenge in Department/Faculty meeting minutes.
 - Minutes must include: Student name, year group, challenge and strategies that the teacher is implementing to address challenge. Examples of strategies can be found in Appendix 1.
 - LE teachers and HOD/F to support teacher/student with resources or strategies upon request.
 - Parents and students can also raise concern with teacher directly to seek assistance with challenge.
 - After three weeks of Tier 1 strategies of classroom support, teachers should minute progress in Department/Faculty meeting.
 - During Key Stage Student Support meetings, challenges and progress will be discussed to determine a student has challenges in more than one subject area and HOY will conduct a round robin.
- If student challenges continue, LE will begin the monitoring process for students and will seek intervention strategies for Tier 2, providing more support where necessary.
- Grades are reviewed during reporting by HRT and at the end of each Term by the HOK and LE to identify any students of concern, which may have been missed.
- If after a half-term of Tier 1 support, the level of response is raised to Tier 2 and parents are contacted.

Tier 2 Level of response for some students:

- After a half-term of Tier 1 support, or if a student has not met the grade expectations minimum of “Approaching”, Grade 3 or D in 3 or more subjects at the end of a term, Tier 2 Level of response is implemented.
- During Key Stage Student of Support meetings with Deputy Head Pastoral, HOK, Counselor(s), and Learning Enrichment Teacher(s), student challenge(s), support provided is discussed and a meeting is planned with parents.

- LE/HOKS/HOY leads a conference with parents/guardians and student, HOKS and/or other staff as necessary to discuss additional actions and accommodations to be considered regarding ongoing academic, emotional or behaviour concerns
- Targeted teaching and learning strategies put in place. Teachers work with strategies in the classroom and monitor.
 - Differentiated strategies for content and instruction
 - School-based assessments and interventions are put in place
 - Possible withdrawal from skill-type lessons for students to access individual/small group learning enrichment support.
 - Push-in support from LE into classes and observe/monitor students closely documenting their response to intervention strategies in the classroom or small group. See Appendix 1 for Interventions and Strategies for each Tier

Tier 3

If classroom intervention and Tier 1 and 2 supports are not successful:

- A student can be referred to a specialist and the Learning Enrichment Department can advise parents on a range of professional agencies. 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.
- Possible reduction in subject load for the student may be granted by the Deputy Head, while assessment.
- 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
 - Behaviour scales/academic questionnaires must be requested through the Head of Learning Enrichment for teachers to complete. (Parents are not to contact teachers directly)
 - Once completed by teachers, the forms are returned to the Head of LE.
 - Photocopied forms placed in student's school file and originals directly emailed/delivered to specialist. (Warwick Academy does not allow the use of electronic behaviour rating scales – unless a digital pdf format can be saved for LE)
- 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.
- Based on the written report, recommendations made from an external evaluation by credential professionals, psychologists, psychiatrists, speech and language professionals, optometrists, occupational health or other evaluations, accommodations, modifications to ILP and timetable reductions for classes will be highlighted in Student Support Meetings
- The student's educational program will be updated after consultation with the parents, the

Learning Enrichment Department and Head/Deputy Head.

- 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. Intensive intervention may be put in place.
- All teaching staff will be made aware of changes and will have access to student ILPs via Staff Resources in FireFly. These are kept up-to date as changes occur.

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

- The ILP creation process is approximately 2-3 weeks
- The ILP includes the Diagnosis, Strengths, Goals, Accommodations (Access Arrangements/Accommodations for assignments, assessments and internal/external examinations) and Teaching and Learning Strategies for general and specific subject areas.
- Teachers will ensure student needs (as identified in the ILP) are met during lessons, where appropriate.
- A case conference 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.
- The final ILP is disseminated to parents/guardians, and staff via email and housed on an external secure drive.
- The ILP will be updated when new external evaluation information is received and is reviewed as needed:
 - New external assessment (psychoeducational evaluation/clinical psychology) every 3 years
 - End-of-year review for all ILPs – Learning Enrichment Teacher, parents and/or other teachers work collaboratively to:
 - Document and highlight items that have worked well from the ILP
 - add any teacher driven interventions to the ILP.
- All queries, information, and teacher forms regarding evaluations should be directed to the Learning Enrichment teacher.
- ILP is disseminated to staff and housed in Firefly & on CPOMS. In the case of new or updated ILPs, the Learning Enrichment Teacher will notify all teachers involved.

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.

Current 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 may be authorized.

Our current student body includes a range of Special Education Needs according to the Equality Act 2010 definition of a disability.

- Cognition and learning needs: Learning difficulties or specific learning difficulties: Dyscalculia and Dyslexia; Varied Skill Deficits, Processing Disorders
- Communication and Interaction needs: Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)
- Sensory and physical needs: Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD)
- Social, emotional and mental health needs: Attention- Deficit Hyperactivity Disorder (ADHD) - Attention and Inattention, Mental Health Conditions: Anxiety, Depression, Mood Disorders, and Executive Functioning Disorders

Candidates with disabilities and learning difficulties may have several needs and may require a range of adjustments.

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. **All access arrangements must be part of the student's 'normal way' of working leading up to the request to the exam board.**

Access arrangements offered for assessments:

- Rest breaks with stopped time
- 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 (see Word Processing Policy) **Some students do not have ILPs but have word processing.*
- 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 and added to their end time.

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.

Separate Space

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 a separate space will be reviewed and if possible, provided in the following way:

- Student writes exam in a designated separate space at the back of the PPMH/ or in a classroom
- Parent provides funding for separate/private invigilator, should the student require individual space

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.

For Cognition and learning needs, candidates require:

- At least two scores of 84 or less relating to two different areas of speed of working; or one score of 84 or less and one score between 85-89 relating to two different areas of speed of working or;
- Two or more scores between 85-89 relating to two different areas of speed of working or;
- A cluster of standardised scores (at least three) relating to three different areas of speed of working just within the average range, 90 to 94.

Access to writing (Please refer to the Warwick Academy Word Processing Policy)

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

- Students require one or more of the following:
 - below average scores in a Detailed Assessment of Speed of Handwriting (DASH),
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write
 - a medical/ health condition
 - a physical disability
 - a visual/ sensory impairment
 - a cognitive disability that affects their ability to plan and organise when writing by hand
 - illegible handwriting

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: Supports and Interventions in the MTSS Framework:

	Tier 1	Tier 2	Tier 3
Teachers & co-teachers	<ul style="list-style-type: none"> • Differentiate instruction and assessments through high-quality instruction methods • Explicitly teach executive functioning skills: time management, organization, emotional control, etc. • Provide extra time • Preferential seating • Engaging activities • Break larger assignments into short term goals • Check-in for understanding • Monitor progress bi-weekly • Provide practice to embed new skills • Use exemplars 	<ul style="list-style-type: none"> • Continue Tier 1 interventions and increase small group, reteaching and one-one conferences with students who need targeted, supplemental instruction • Target and teach specific executive functioning skills • Provide and document use of extra time for assignments and assessments • Modify assignments, tests as needed • Check-in for understanding and use to target supplemental instruction and provide practice • Identify students as a student of concern • Move sets • Reduce skills-based lessons for LE support additional instructional time and practice with direct, targeted instruction • Collaborate & co-teach with LE teacher to target student's specific instruction 	<ul style="list-style-type: none"> • Continue Tier 1 & 2 interventions • On Student of Concern (SOC) list and monitored by teachers/LE teacher • If a disability is suspected, referral given for assessment/ if an assessment is needed, • Reduce student's subject/ course load for targeted, individualized/ small group instruction & interventions, if ILP pending • Collaborate & co- teach to target student's specific instruction

Appendix 2 Sample ILP

 <p>Individual Learner Profile Learning Enrichment Warwick Academy</p>	<p>Student's current picture</p>	<p>Student: Profile Date: Year: DOB:</p>
<p>Family: Head of Learning Enrichment: K. McPhail-Dill Learning Support: K. Lack Homeroom tutor:</p>	<p>Assessment Report</p>	
<p>Current findings: diagnosis/classification Accommodations:</p>		
<p>Strengths</p> <ul style="list-style-type: none"> ● High average working memory and visual spatial awareness ● High average Mathematical skills ● Superior range involving written expression 	<p>Needs</p> <ul style="list-style-type: none"> ● Self-advocacy skills ● Revision strategies 	
<p>Teaching and Learning Strategies</p> <ul style="list-style-type: none"> ● Preferential seating away from distractions. ● Frequent motor breaks throughout the day. ● Access to duplicate notes from a peer and/or teacher. ● Extra time to process information. ● Chunk larger tasks into more manageable steps and offer quick breaks in between if needed. ● Review and repeat learning. ● Provide clear and explicit examples. ● Regularly check in for understanding ● Explicitly teach and reinforce the editing process for written work. ● Provide positive reinforcement and opportunities to ask questions. ● Reward her contributions to class discussions. 		