



**St. Lawrence College**  
The British School in Greece

# **Junior School Special Educational Needs and Disability Policy**

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**To be distributed to: Staff, Parents & Visitors via school website**



## **Objective**

St Lawrence College values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning. Pastorally, our aim is to devote particular care to the welfare of our pupils as individuals, in a caring, cooperative environment which is inclusive for all. As a school, we recognise that pupils may have special needs and learning difficulties requiring certain provision to be made so as to be fully integrated into the mainstream class. Our policy reinforces the need for quality-first teaching that is fully inclusive. As such, all teachers are teachers of pupils with special educational needs (SEN) and therefore this is a whole school responsibility requiring a whole school response. In implementing this policy, we believe that our pupils will receive the required help needed to ensure that they have full access to the curriculum and are integrated into all aspects of school life.

## **Admission Arrangements**

Children with SEN are considered for admission to the school on exactly the same basis as for children without SEN as long as the school is able to meet those needs and other pupils will not be disadvantaged. It is important when registering a child that parents inform the school of any previously identified special needs and provide the school with full details, including the results of any testing, in order that the school can make an accurate assessment and determine whether the necessary provision that is needed can be made. If special educational needs or a disability become apparent after admittance, the school will consult with parents about reasonable adjustments that can be made allowing the child to continue at St Lawrence College.

## **The SEN Aims & Objectives of the School**

- To ensure that all pupils have access to a broad, balanced and relevant curriculum.
- To provide an inclusive education for all pupils and use our best endeavours to remove barriers to learning by providing high quality teaching which is differentiated for individual pupils.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To identify and address pupils' needs through a graduated approach and the four part process of *assess, plan, do* and *review*; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.



- To encourage the whole school community to demonstrate a positive attitude towards SEN and help every child realise their full potential by ensuring that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents/carers of SEN pupils are kept fully informed of their child's progress and encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To ensure that all who are involved with these children are aware of the procedures for identifying their needs, supporting and teaching them.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

### **Definition of SEN**

A child has a special educational need if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability which either prevents or hinders him from making use of the educational facilities of a kind generally provided for children of his/her age.
- is exceptionally more able than other pupils of the same age in that curriculum area.

*Special Educational Provision* means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

There are four broad areas of special educational needs. These areas are to help the school identify and provide for needs, rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.



**1. Communication and Interaction**

This includes children with speech and language delay, impairments or disorders; specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia; hearing impairment; and those who demonstrate features within the autistic spectrum.

**2. Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

**3. Social, Emotional and Mental Health**

This includes children who may be withdrawn or isolated, display disruptive or disturbing behaviour, be hyperactive or lack concentration. Disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder and Attachment Disorder fall into this area.

**4. Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties which require special educational provision because they have a disability such as a vision or hearing impairment, which prevents or hinders them from making use of the educational facilities generally provided. As such, they may require support to access their learning.

**English as an Additional Language**

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from a learning difficulty requiring special education provision.

**Gifted Learners**

Intellectual giftedness involves the extraordinary ability to learn, perceive, and apply knowledge. While the profile of gifted pupils is extremely variable, compared with their age peers, gifted pupils often learn faster about more subjects in a more symbolic way and with greater insight. Gifted pupils usually comprise the top 5% of the school population in academic subjects.



Identification is usually made by:

- teacher nomination
- reports from previous schools
- benchmark test results/teacher assessments
- pupil's work
- checklists of characteristics - generic and subject-specific
- parental information
- cognitive ability test

To allow pupils who are gifted to achieve their potential, it may be necessary to change educational programming. These changes constitute a special education program whereby provision is made by differentiating the curriculum for the pupil through pace, task, dialogue, questioning, outcome, content and/or responsibility. Teachers will include in medium and short term plans, as appropriate, a more challenging curriculum which will both enhance and enrich learning by ensuring opportunities for creative and productive thinking have been incorporated, as well as planning for extension tasks.

### **Identifying Special Educational Need**

At St. Lawrence College we acknowledge that early identification and assessment are crucial to providing appropriate interventions and laying the foundation for maximum learning and progress. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. All teachers are responsible for identifying pupils with learning difficulties and SEN and, in collaboration with the Special Educational Needs Coordinator, Learning Support Coordinator and Head teacher, ensure that those pupils requiring different or additional support are identified at an early stage.

Any of the following may trigger a concern:

- parental concerns expressed to the school
- records transferred from another school
- CEM's PIPS Baseline Assessment scores at the start and end of Reception, indicating poor early learning skills
- CEM's InCAS diagnostic assessment at the end of each year of KS1 & KS2, identifying pupils falling behind or excelling



- ongoing class teacher observation and monitoring of pupil's work, progress, behaviour, attitude and social interaction
  - a. the child is working at a level below expectation for that year group
  - b. little progress is being made even when teaching approaches and resources have targeted a child's areas of weakness
  - c. the attainment gap between the child and his peers is getting wider
  - d. presents persistent emotional or behavioural difficulties which are not modified by positive behaviour management techniques usually employed in the school
  - e. has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- in-house testing and assessment
- a previous rate of progress is not being maintained
- Observation and Screening Test (Junior DST-J) by SENCo

In all cases, appropriate evidence will be obtained and documented. All evidence will be communicated and transferred to relevant staff and the Head teacher. The child and parent/carer are to be involved and informed throughout.

Once a pupil has been identified as having a special educational need, the child is recorded on the school's 'SEN Register'. The 'SEN Register' is a list of names of all the children in the school identified as having a special educational need. It outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual basis, and may increase or decrease over time as the child's needs change. The register is kept in the learner support base by the Learner Support Coordinator (LSCo) and Special Educational Needs Coordinator (SENCo); copies are provided for class teachers and the Head teacher.

## **CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs, mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.



The SEN provision at St Lawrence College is based upon

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning

The range of provision may include:

- differentiation of the curriculum to match tasks to ability
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability
- use of a range of teaching styles which recognise the individual learning styles of the children in the class
- use of teaching assistants (TAs) to provide additional support within literacy and numeracy lessons
- small withdrawal group and 1:1 teaching by the SEN staff
- peer group support through mixed ability grouping, paired reading and "buddy" systems
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- access to extra-curricular clubs, and to the social life of the school
- in-Service training for all staff on the needs of children with SEN

### **A Graduated Approach to SEN Support**

All staff accept responsibility for providing their pupils with realistic learning goals in a broad-based, appropriate curriculum. Pupils identified as a concern for having SEN, or who have been identified as having a SEN, are, through teacher planning and schemes of work, as far as is practicable, fully integrated into the mainstream class. The majority of pupils with learning difficulties require work to be suitably presented and differentiated to match their need. However, to match the level of intervention and provision required to suit each child's needs, a "graduated" approach has been set out, where the level of intervention increases whenever adequate progress is not being made. Parents are kept fully informed of their child's progress and attainment at all times.

#### **1. Cause for Concern**

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.



If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the LSCo and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the LSCo of the concerns. The LSCo will make a record of the child in the category, 'Cause for Concern'.

## **2. SEN Support 1**

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher, the LSCo and SENCo look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

An Individual Education Plan (IEP) is written by the class teacher, LSCo and SENCo for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the IEP is sent out to the parents. Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher, LSCo or SENCo. The IEP will be reviewed on a regular basis depending on need, but in any case no less than once a year.

At the IEP review, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.



### **3. SEN Support 2**

Children at this stage often have complex needs, requiring episodes of one to one support in the learner support base with either the LSCo or SENCo to help them develop their skills and address their specific learning difficulties. They will have an IEP written by the LSCo and SENCo in collaboration with the class teacher based on recommendations from outside agency input and reviewed no less than twice a year, in February and June.

In certain cases, the need for parents to employ a shadow teacher to ensure that their child can access the wider school curriculum with the continuous adult support needed may be contingent on the child being able to continue at St Lawrence.

#### **Assess, Plan, Do and Review**

At every stage of *SEN Support* mentioned above, children and families are at the centre of planning. Children may move up or down the stages of *SEN Support* depending on progress and needs which may change over time. The decision to move children up or down the stages of *SEN Support* is made as part of the 'Assess, Plan, Do, Review' cycle within each stage.

This involves:

- **Assess**-taking into consideration all information gathered about the child, assessments of attainment and progress, class teacher input, LSCo/SENCo advice, discussions with parents/carers
- **Plan**-identifying the barriers to learning, establishing intended outcomes for the child and detailing specific additional support to be provided to enable the child to make greater progress
- **Do**-implementing the agreed support and interventions as detailed in the IEP
- **Review**-Measuring the impact of the support provided and considering whether changes to that support need to be made

#### **Links with External Agencies**

St Lawrence College recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils. When it is considered necessary during any stage of SEN support, the school may request the need for parents to employ the involvement



of outside specialists to formally assess a child's needs and gain appropriate strategies. Some of the agencies may include:

- Educational psychologists
- Speech and Language therapists
- Medical doctors/Paediatrician
- Occupational Therapists

### **Roles and Responsibilities**

Meeting children's special needs is the shared responsibility of the Head teacher, SENCo, LSCo, Class Teacher and support staff.

#### ***The Head teacher***

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school, including the SEN-D provision;
- Keeping the governing body well informed about SEN-D within the school;
- Informing parents of the fact that SEN-D provision will be made for their child;
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

#### ***The SENCo***

The Special Educational Needs Coordinator is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Coordinating provision for children with SEN-D to ensure that they receive an inclusive education and achieve success;
- Overseeing the SEN-D policy and the records of SEN-D pupils;
- Advising on graduated approach to SEN support;
- Helping to identify pupils with SEN;
- Administer screening assessments within school when concerns are raised;
- Liaising with the Headteacher, the LSCo, teaching staff and parents regarding SEN concerns;
- Liaising with outside agencies in collaboration with LSCo;
- Liaising with and advising teachers on differentiation and SEN matters;



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- Liaising with and supporting parents by offering practical support;
- Producing or/and advising on the structure of IEP's in collaboration with the LSCo, teachers and parents;
- Advising on use of delegated budget and ordering resources for SEN-D provision;
- Contributing / organising professional development sessions on SEN aspects;
- Teaching individuals or small groups of pupils with SEN who require specific, targeted additional support.

### **The LSCo**

The Learner Support Coordinator plays a crucial role in working closely with the Head teacher and Class teacher in the primary school setting.

- Coordinating the day-to-day operation of the SEN policy;
- Teaching individuals or small groups of pupils with SEN who require specific, targeted additional support;
- Coordinating provision for pupils with SEN;
- Overseeing pupil's SEN records, updating the SEN register and ensuring both confidentiality and access to them;
- Putting in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least two times a year);
- Linking with other education settings and outside agencies along with the SENCo;
- Managing support assistants/shadow teachers;
- Liaising closely with a pupil's next school to ensure the most effective transition between schools possible. Will ensure that any relevant information is passed onto the next school following guidelines for effective information sharing and that the relevant contacts for staff from external services involved are shared.

### **The Class teacher**

Responsibilities allocated to the teacher are as follows:

- Being aware of the school's procedures for the identification, assessment and provision for SEN pupils;
- Identifying pupils with SEN within the mainstream classroom setting;
- Ensuring that differentiation is in place for pupils with learning difficulties;
- Collaborating when concerns are raised with the LSCo and SENCo to decide the action required to assist the pupil to progress;



- Working with the LSCo to collect all available information on the pupil;
- In collaboration with the SENCo and LSCo, develop IEPs for SEN pupils;
- Working with the SEN pupils in the classroom on a daily basis to deliver the targets set out in the IEP;
- Developing constructive relationships with parents;
- Being involved in the implementation of the school's SEN-D policy.

### ***The Shadow Teacher***

In special cases, parents/carers may be asked to fund and employ a shadow teacher. A shadow teacher is an educational assistant who works directly with a single, special needs child to provide additional guidance and support in order to successfully integrate into the mainstream setting. They help the student interact with others and assist the child with schoolwork

The following is a list of the duties a shadow teacher may be required to fulfil, depending on the child's special educational needs:

- To provide guidance in completing classroom activities when necessary.
- To help pupil achieve goals stated in his/her IEP by implementing agreed-upon accommodations.
- To devise means of adapting the curriculum goals to suit the needs of the child. This may include the need to simplify lessons for the student by preparing appropriate instructional materials.
- To help student display appropriate classroom behaviour.
- To help student respond appropriately to his/her classmates in social situations (e.g. understand the rules of play and social interaction, sharing and caring).
- To regularly update the learner support team (SENCo & LSCo) on the student's progress.

Although the shadow teacher works autonomously and is not technically a staff member of the school, they are required to comply with all rules and regulations stated in school policies. Furthermore, they are required to maintain discretion and confidentiality of child and family information at all times.



## **Parents**

All parents or carers of children with special educational needs are treated as partners. They will be consulted about all action taken by the school. Individual Educational Plans (IEP) will be shared termly with parents and their views on progress will be recorded at review meetings.

## **Facilities for Pupils with SEN and Disabilities**

St Lawrence College complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for the disabled.

## **Storing and Managing Information**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

## **Complaints Procedure**

If a parent or carer has a concern about the special provision made for their child, they should, in the first instance, arrange a meeting with the LSCo and SENCo who will aim to resolve the issue, if necessary involving the Head teacher. If still dissatisfied, parents have the right to address the school's governing body.

## **SEN-D Policy Review and Evaluation**

The LSCo, SENCo, Head teacher and Governing body will monitor the effectiveness of the implementation of this policy regularly and it will be reviewed annually. The outcomes of this review will be used to develop better provision for SEN pupils.